

VOLUME X

NUMBER 8

The A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



APRIL, 1930



Easter Convention Number

The A.E.A. Easter Convention

THE ALBERTA EDUCATIONAL ASSOCIATION is this year celebrating the 20th Anniversary of its birth, which took place in the Assembly Hall of the "Calgary Collegiate Institute" in 1910. Under the able guidance of its President, Miss Edith Patterson, a very attractive program has been arranged for its meeting during the Easter vacation, in the Central United church, Calgary. Outstanding speakers will give a series of addresses that promise unusual interest. To none will the program have a stronger appeal than to the teachers of our rural schools, which just now occupy the lime-light in our educational development.

Dr. Boyd H. Bode, of Columbus, Ohio, Professor of Education in Ohio University, will speak on "The Tyranny of the Text Books," "The Meaning of Education," and "The Doctrine of Specific Objectives." Dr. Bode handles the "Department of Principles of Education and General Responsibility for Practice Teaching, Courses in Methods and Courses in Educational Theory," in the University, and is the author of such books as: "The Outlines of Logic," "Fundamentals of Education," "Conflicting Psychologies of Teaching," and "Modern Educational Theories." Dr. Alex. J. Cook, of Alberta University, will discuss the question: "Are our Objectives in Education Valid?" and will support the negative. Mr. G. Fred McNally will lead in the discussion following. J. M. Thomas, M.A., of Melrose, Sask., is the speaker supplied for the meeting by the Alberta Teachers' Alliance. Hon. Parren Baker will attend and address the Association.

The Normal School Teachers and Inspectors have formed a new union of the A.E.A., and will be out in force to discuss their special problems.

A banquet at the Hudson's Bay at 8.30 Wednesday evening will be a popular function. City Solicitor Brackington, of Calgary, will lead in the after-dinner speeches, and short addresses will be given by Dr. Bode and others in attendance. Mr. R. S. Espedal, of Olds Agricultural College, will give an address on "Sports and Sportsmanship," with special reference to rural schools. An exceptionally pleasing feature of the banquet will be a half hour's entertainment by the Excelsior Glee Singers, of Calgary, led by Mr. Glyndwr Jones, L.R.A.M.

The body of eminent English Masters, touring Canada, will call at Calgary during the convention and opportunity will be given to meet and hear them. Taken altogether, the program is one that no wide-awake teacher can afford to miss.

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The A.T.A. Magazine



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VOL. X

EDMONTON, APRIL, 1930

No. 8

On the Floor of the House

THE SCHOOL BILL

A DJOURNED debate on second reading of Hon. Perren Baker's new School Act was resumed Tuesday night, March 18th, by Hector Lang, Liberal, Medicine Hat.

Mr. Lang criticized the Government for its delay in bringing in the new bill so late in the session. The changes proposed, he said, were of so important a nature as to warrant every member of the House not only having been given full opportunity of considering them, but also of discussing them with their electors.

"The bill is a modified form of the one introduced last session and later withdrawn," Mr. Lang proceeded, "but even in its modified form, I still hold that this House should have been given more time to consider it. Last year's bill was considered by the Government for some time in advance, and the House should have been given the same opportunity now."

"We are willing to stay here another week or ten days, to study the bill, if the members desire it," Premier Brownlee interjected, "so there is no reason for complaint."

"I am making the observation, and I still make it," countered Mr. Lang. "There should also be more discussion in committee on a bill of this kind, for if there was, I feel that we might so have amended the original bill of last year, or certainly have modified the present one, as to make it acceptable to everybody in the province."

Mr. Lang referred to his criticisms and suggestions of the 1929 bill, made, he said, with the sincere desire to be of help, yet the new bill proved to be "less than a half measure," and "not one of which anybody in the House could be proud."

He agreed that the Minister had shown wisdom in abandoning the idea of a general provincial board, but regretted that two important principles were not in the present bill—that providing a provincial taxing area, and for a province-wide salary schedule for teachers. While he did not know how many people in the province might endorse these two principles, he knew that the U.F.A. had endorsed one principle in the old bill, and thought it was one or other of these which had been omitted in the present bill.

The third important principle was retained in the bill—that of increased supervision, but in order to secure this, divisions had to be created, and the scheme of divisions, the division board and method of organization had not found much favor throughout the province, Mr. Lang felt.

Neither did he like the provision that a division could be formed only by a vote in an area interested, nor the further idea that the department set up the division. Rather, he approved of Mr. Baker's original idea, that the divisions should conform to municipal, health, hospital, and electoral divisions as far as possible.

The administration proposed in divisions was the same as in the old bill, Mr. Lang proceeded, with a board of management elected by the area, one director from each five subdivisions, and a superintendent and one or more supervisors appointed by the Government.

He felt that the divisions would be more successful if the school inspectors were retained, and the people themselves were left free to appoint their own superintendent and supervisors. City people, Mr. Lang pointed out, would soon raise a fuss if the department insisted on naming their superintendent of schools for them.

Any optional system of administration could not be a success, the Medicine Hat critic urged, as it would tend to set up as many different systems of education as there were divisions, while electors would naturally look askance at a system not thought sound enough to be put into use throughout the province generally.

Mr. Lang doubted if the division idea would be put into effect by many areas, save perhaps in some pioneer districts where school operation was difficult owing to sparsity of settlement. While the School Grants Act offered additional grants to divisions, he doubted if ratepayers would be willing to delegate authority to departmental officials in such matters as hiring teachers, in return for this.

He suggested that if the division were permitted to name its own supervisors, and its own superintendent, this difficulty would be largely overcome. At present, the scheme did not appeal to the teachers either, Mr. Lang added.

In conclusion, Mr. Lang urged that until some really acceptable scheme could be found, the Minister continue to appoint more inspectors, and so give more supervision and increased efficiency in the rural schools.

C. L. Gibbs, Labor, Edmonton, congratulated the Minister on his courage in telling people that the ancient school district system had long since outlived its usefulness.

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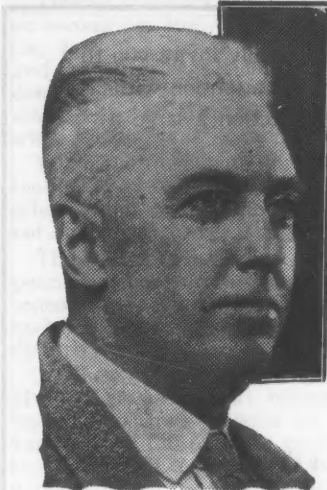
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HECTOR LANG, M.L.A.

He had no special criticism to offer of the bill, but he felt that equalization of grants was a duty that devolved upon the province, while he saw a danger in the larger unit of administration, if the directors were too far removed from the problems of the district, and felt that this might to some extent preclude the harmonious working of the act.

Mr. Gibbs doubted further if a superintendent would have time to do his work of administrator, and in addition act as school inspector, and saw in this a weakness in the whole division plan. The school inspector, he felt, should be independent of the division altogether.

Speaking more generally, Mr. Gibbs urged that the Minister show a greater interest in the school libraries of the province, and in the circulation of books.

He criticized the clause in the bill having to do with the dismissal or supervision of teachers, and suggested that this be clarified, or, if the present bill failed of success, that he join with the teachers in an appeal to the courts to have this part of the act made clear. Omission of the word "summary" had caused the beclouding of the issue in the old act, Mr. Gibbs suggested.

The man at the head of a division, Mr. Gibbs thought, should be more of an adviser than an inspector, to be able to make suggestions for improvements and changes. He felt, too, that the act was more of a consolidation than a new act, as in 160 cases, final decision was left to the Minister. He did not oppose the principle of centralization, but did not want to see it overdone.

Conservative leader D. M. Duggan stated that his side of the House had always been in favor of the larger school unit, but not brought into effect as a voluntary system. He felt that the passing of the present bill would stand in the way of real progress, and districts would tend to rest on their oars, while he doubted if many areas would take advantage of the bill if it did pass.

Like Mr. Lang, Mr. Duggan criticized the Government for bringing down so important a measure so late in the session, while he doubted whether Premier Brownlee was serious in his offer to sit another

week or ten days, in view of his earlier statement that he wished to close the session at the end of the present week.

Mr. Duggan compared the attitude of the Government toward the present bill, with its solicitude toward the 1929 bill, when a special pamphlet was prepared by the Minister, meetings held throughout the province, and every effort made to familiarize the people with the proposals.

He felt that the question ought to engage the best educational and administrative brains of the country, and suggested that such organizations as the Alberta Trustees' Association and the Alberta Teachers' Alliance could make a noteworthy contribution to the efforts that were being made to find a solution to this difficult problem.

Mr. Duggan then moved his amendment that the bill be "hoisted" and a commission named for further investigation, the amendment reading as follows:

"That this bill be not now read a second time, but that the whole question of the law relating to schools including the establishment of larger rural school district units be referred to a commission to be appointed by the Lieutenant Governor-in-Council and that this Assembly recommends that the personnel of the commission shall consist of one person to be nominated by the Minister of Education, one by the Alberta School Trustees' Association, and one by the Alberta Teachers' Alliance, and that such commission shall make its recommendations to the Minister of Education for consideration by the Legislative Assembly at the next session of the Legislature."

Liberal leader J. T. Shaw adjourned the debate, and the House rose at 10:20 p.m.

Closing the lengthiest debate of the 1930 legislative session with the exception of the Budget debate. Hon. Perren Baker's new School Bill passed second reading on Thursday afternoon, March 20th, after an hour's speech by the Minister, in concluding the debate.

Despite determined attacks on the principle of the large unit of administration and upon the power of the Minister to appoint the superintendents and supervisors in divisions, the Government showed an equal determination to put the Bill through.

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Twelve speakers participated in the final debate on second reading, this being in the fourth separate day in which the Bill had come up for discussion, and that all was still not over was shown in the evident decision of Opposition members to "go to the mat" with the Minister on the contentious clauses, when the Bill was in committee stage.

In closing the debate on Thursday, Mr. Baker first took pains to point out that the basis of separate schools, and of religious instruction in schools, had not been disturbed.

The province, he stated, had been able to live in peace and harmony in the matter of religion in its schools, ever since the formation of the province, and there was no desire to do anything that would disturb in the slightest degree, this happy condition.

Neither was the small district being wiped out, Mr. Baker proceeded; instead, it was being conserved in such a manner as would give it the advantages of the division plan, while still retaining the local unit. The local board still had certain definite duties, but in a division, certain other duties were assigned to a board elected by the ratepayers of that area, which would perform for the common advantage of all the districts, such duties as were given to it.

As to the size of divisions, this must be determined by conditions prevailing in the various areas, the Minister stated, and in the same manner, the number of supervisors in a division must be determined by local conditions.

The 1929 Bill, Mr. Baker pointed out, did not give the number or sizes of divisions, though in the pamphlet he published, and in later discussions throughout the province, twenty divisions had been suggested.

His first thought was that the size of a division should be such that the superintendent could take care of the duties, but later expert advice had suggested that a better plan was to have divisions large enough to provide for one superintendent of superior qualification and administrative ability, and one or two supervisors. It might be difficult, the Minister explained, to find sixty persons of suitable calibre to be superintendents, but not so difficult to select twenty of the superintendent type, and forty men suitable for the work of supervisors.

Experience would show what was the best size for a division, Mr. Baker proceeded, and it might be found that forty or fifty schools would be all that was practicable. Nor did the Bill preclude the possibility of areas conforming to the larger municipal areas, for hospital, road and other work; in fact, if these could all be made to conform, so much the better.

There is, however, a difficulty with the existing municipal areas, in that they are too small to be made into school divisions also, and that they take no regard to existing school district boundaries.

Coming to opposition criticism of ministerial control, Mr. Baker maintained that the Bill did not give the Minister powers of a different character from those which he now had in school districts; it merely transferred these powers from the district to the division.

"The old Act certainly puts a large amount of responsibility on the Minister," Mr. Baker agreed, "but I realize, now that I have been in office for some years, that in many instances the qualification is a

wise one. Where there is so much local control, the law must allow a fairly large amount of elasticity to the Minister in making decisions; for instance, the law limits the mill rate in a district, but the Minister may say that in certain cases in his judgment, this rate may be increased."

C. L. Gibbs, Labor, Edmonton: "If, when the larger units are set up, the proper amount of autonomy is given these divisions, cannot the Minister be relieved of much of the responsibility for many of these details?"

"Undoubtedly," the Minister replied.

Turning then to the matter of the appointment of superintendents and supervisors by the Minister, Mr. Baker admitted that this was anomalous, though, he pointed out, school inspectors hold office from the Minister, and he still held strongly to the view that for the best working out of the larger unit scheme, and for the proper control of education which the province should have, these divisions should not be completely divorced from Departmental control.

"I do not desire either too much centralization or too much local control," Mr. Baker added, "but I believe that these officials will give better and more independent services, if they are not subject to the control of the division board. I do not mean that these officers would be thrust on divisions by the Minister, in the face of the opposition of the division board. The effectiveness of these officers depends largely on the way they can work with the board; no authority is vested in them, it is all with the board—but if the superintendent could not get along with the board, he would have to be moved; we could not foist any official onto a reluctant board."

Sam Brown, U.F.A., High River: "The cities of Edmonton and Calgary have their own superintendents. Is this working out satisfactorily?"

"Oh, yes, it is being worked all right," Mr. Baker agreed, "but I maintain that education in the rural areas would make better progress if the superintendent was appointed by the Department."

Liberal leader J. T. Shaw: "Does the Minister suggest that education in Calgary, for instance, would be improved if the superintendent of schools was appointed by the Department, and not by the city?"

"There are certain defects and weaknesses in what obtains now, that would be remedied if that were done," Mr. Baker replied, "though one can scarcely compare a rural with a city area—it is not quite the same thing."

C. L. Gibbs, Labor, Edmonton: "I cannot for the life of me see why the inspector should not be able to give all the Departmental control necessary."

"The inspector will perform certain functions, and his advice will be available to the division board," Mr. Baker explained. "We are reluctant to have a multiplicity of officers, and it should not be necessary to have superintendents, supervisors and inspectors all to see that the legislation was being carried into effect, but we would need more inspection if the other officials were appointed by the division board."

As to referring the question to a committee or a commission, Mr. Baker pointed out that the Bill had been before the country for over a year, and that members knew all that time that divisions were proposed. He failed to see that members would be in

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any better position, since a committee would probably report varying opinions. It was not for some expert or some committee to say what should be done—neither of these could bring about needed reforms; the Government must be ready to bring a scheme before the House, and for the House to provide the legislation, ere any forward step could be made, he maintained.

Mr. Gibbs: "Are committees never useful in helping governments prepare legislative plans?"

"Oh, I wouldn't say that," Mr. Baker replied. "Good advice is always of value, but we have already sought advice from every possible point; the situation has been thoroughly scanned; it is now for the House to decide if it will pass the Bill into committee, and give the clauses as much care as we can in committee, to make the Act as good as it can be."

The Bill was then given second reading, and so passed into committee of the whole House.

Thursday's debate saw two amendments for the "hoisting" of the bill, and for the naming of committees of enquiry voted down, only the Liberal and Conservative opposition, with P. M. Christophers, Labor, Rocky Mountain, L. Joly, U.F.A., St. Paul, and A. Delisle, U.F.A., Beaver River, voting in favor.

The amendment of Conservative leader D. M. Duggan asked that the bill be given a "hoist" until next year, and that "the whole question of the law relating to schools, including the establishment of larger rural school district units, be referred to a commission to be appointed by the Lieutenant Governor in Council and that this assembly recommends that the personnel of the commission shall consist of one person to be nominated by the Minister of Education, one by the Alberta School Trustees' Association, and one by the Alberta Teachers' Alliance, and that such commission shall make its recommendations to the Minister of Education for consideration by the legislative assembly at the next session of the legislature."

To this first proposal for a "hoist" and the naming of a committee of enquiry, Liberal leader Shaw added an amendment to the amendment along somewhat similar lines, but recommending that the committee be a House committee "and in addition thereto, that one representative each be appointed by the Teachers' Alliance, the Trustees' Association, the United Farmers of Alberta, and the Department of Municipal Affairs," the committee to make its recommendations at the next session of the legislature.

As stated, both amendments were voted down, the Government setting its face squarely against the appointing of any committee, claiming that the bill should go through the House and thus give districts anxious to make a trial of the larger unit plan, the opportunity to do so.

In presenting his amendment to the amendment, which called for an investigation and report by a special committee of the House, reinforced by representatives of other organizations, Captain J. T. Shaw, Liberal leader, said that the thunders of silence, emanating from the Government benches in connection with the measure now before the House, was very significant. He further stated that he could hardly understand why members of the Opposition were not given an opportunity to collaborate with Government officials in the preparation of a

measure which was of such widespread interest throughout the province, and which might tend to bring the educational system up to date. He believed that if all the information was laid before the House, the members would be in a position to make certain deductions and assist the Minister to a considerable extent. In spite of the rebuffs met in the past, he was again willing to offer the assistance of members of his party to the Government in its present difficulty.

The Liberal leader was curious as to the reason why the 1929 bill had been abandoned by the Minister of Education. He likened the present bill to a floating spar—the sole remnant of a shipwreck, and like the mariner of old, the Minister of Education was floating along holding on desperately to the spar. He reminded the Minister that as late as last session, the 1929 bill had been described as the panacea of all educational ills in the province, but now in its stead, a measure had appeared that was only a shadow of the former bill. He asked the Minister if the substitution had been made with his consent, and if the other members of the treasury benches had changed their minds about concerning the excellence of the 1929 bill.

Captain Shaw stated that he was not in favor of the appointment of a commission, as suggested in the amendment advanced by D. M. Duggan, Conservative leader. Commissions were all right when the matter in hand involved a lot of technical investigations and expert advice, but he thought that this question could best be settled by a committee representative of the various parties in the House, one representative each to be appointed by the United Farmers of Alberta, the Teachers' Alliance, Trustees' Association and the Department of Municipal Affairs. A report could be prepared for presentation to the next session of the legislature.

The speaker also pointed out that while a commission would most likely start out on a trip to Europe for the purpose of inspecting the various systems in vogue, a committee could and would secure all the necessary information from books right in the legislature library.

Captain Shaw then dealt with figures quoted by Hon. Perren E. Baker, Minister of Education, in support of his contention that education had made great strides in Alberta during the past decade. He pointed out, however, that where one inspector was responsible for one hundred rooms in 1921, inspectors in 1930 are responsible for one hundred and seventy-eight rooms. He did not think that they could perform their duties efficiently under these conditions.

"Aren't the types of locomotion at the present time vastly superior to those in use in 1921?" Sam Brown, U.F.A., High River, enquired.

"We had automobiles, and flying machines in 1921 and we have them today," Captain Shaw retorted.

"Yes," chorused a number of farmer members in unison, "but we had no roads in 1921."

This sally caused a considerable amount of laughter, but the Liberal leader insisted that the Government had not lagged behind in its road building policies in those days.

Hon. George Hoadley, Minister of Health and Agriculture, threw a miniature bombshell into the assembly when he calmly announced that members could not discuss the amendment to the amendment

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unless they wished to sweep the bill under debate from the order paper. He asked Speaker G. N. Johnston for a ruling.

The Speaker replied that the member's point was well taken, but he added that if the amendment to the amendment was carried, the Minister of Education could still move that second reading of the bill be proceeded with. It would be perfectly in order, under these circumstances, to continue the debate on the amendment to the amendment.

Rising to speak against the sub-amendment, Hon. Perren Baker, Minister of Education, in reply to Mr. Shaw's allegation that he had frequently quoted figures indicating Alberta's educational progress, said he had done so to prove that Alberta was making progress, though not to such a degree as would be liked, despite the fact that Mr. Shaw charged education had and still was retrogressing.

The amount of provincial money made available for education did not constitute the sole determining factor in education. Results were what counted, irrespective of whether the argument was advanced about increased or decreased provincial expenditures.

He contended that the argument was not now pertinent that the per capita school grant today was less than it was ten years ago.

Yet it would be found that schools were operating for a greater number of days in each year than they were in former years.

He denied Mr. Shaw's allegation that the educational system was being starved. Equalization grants now totalled \$180,000 a year and every dollar resulted in increased school days.

What would Mr. Shaw do to alleviate the distressing condition of the provincial educational system?

Mr. Shaw, said the Minister, would expend larger sums in grants, but "his great big trump card kept up his sleeve, his solution for all ills, is a pension scheme."

The Minister doubted if the institution of a pension scheme would make the profession any more attractive to teachers. In effect it would mean the deduction from a yearly salary of \$1,200 the sum of \$30 to provide for a pension upon superannuation.

Mr. Shaw, charged Mr. Baker, said the House was cradled in democracy, but he for his part, did not want to stay in the cradle forever. He wanted to get up and walk.

The addition of a few inspectors would not bring about the needed solution, he said. What was required was a complete re-organization of the whole educational system.

Mr. Shaw, said the Minister, had urged that a committee of the whole assembly take up the question of solving the school question. Mr. Shaw had offered several times to work on such a committee, but stated if such a committee was not set up, he would not work at all.

He thought this a wrong way to approach the question. A committee was not the only way of solving the problem. It was a moot point as to whether such a committee could adduce any more information or wisdom than was already available. Mr. Shaw had wanted teachers on his committee. In effect, teachers, trustees and other interested organizations had been consulted and the fruits of their deliberations were available.

Continuing, the Minister said that C. Lionel Gibbs, Labor, Edmonton, had said his bill was "piebald." Yet he himself felt the color was unblemished to what would be the result of a bill drafted by a committee representing all parties in the House.

He was opposed to both the amendment and sub-amendment because the legislature required to give the School Act its consideration and because he did not think either the Duggan amendment nor the Shaw sub-amendment the proper way of approaching the matter.

If the Act as it stood did not meet with approval, members could move for amendments when it passed through committee, but he felt that as the measure stood it should receive second reading as had been moved.

Hon. Irene Parlbly regretted that though the bill had been before the country for a year, opposition members of the Liberal and Conservative groups had failed to come back with any constructive suggestions, merely contenting themselves with generalities and with charges of delay on the part of the Government.

"I quite agree with the need for careful study of the measure," she said, "but here we have the old party system working again. The Labor party, as always, have made a sincere effort to help the Government go ahead with the bill, but the old line parties want delays, committees, and so forth. I fail to see how a committee of either type suggested in the amendments, can be of any value."

Conservative leader D. M. Duggan, whose first amendment to the proposal for second reading precipitated the ensuing debate, did not like Mr. Shaw's amendment, as it was mandatory as to personnel, and suggested the naming of a House committee, with the addition of certain other persons, whereas the speaker's amendment endeavored to avoid the taking away of Government responsibility, and merely made a recommendation as to the personnel of the committee of enquiry.

The main purpose of his amendment, Mr. Duggan proceeded, was to provide machinery for the setting up of the larger areas, along lines recommended by the committee. He would agree to second reading if the clause relative to the larger areas was deleted, and a commission set up to enquire further into the whole question. If the amendment passed, Mr. Duggan suggested, the Minister would have to bring down an amending bill.

"You have had a year to study the Bill. Have you no constructive suggestions to offer?" queried Attorney-General Lymburn.

"We have suggestions as soon as you are ready to proceed," Mr. Duggan countered.

"Suggestions—they haven't any suggestions," snorted A. M. Matheson, U.F.A., Vegreville.

"We want larger areas, but we want them to be self-governing," Mr. Duggan offered.

"The Government ought to intimate to this House what its attitude will be, in case either amendment carries," urged Labor leader Fred White. "The Minister inferred that he would not be prepared to move second reading of the bill if the amendment to the amendment carries. I disapprove of this attitude. It ought to go to second reading."

"Did I say the Government would make any pronouncement?" Mr. Baker asked.

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ALBERTA

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"You said the amendment to the amendment would kill the bill," Mr. White replied. "We on the Labor benches are anxious to see the Bill go to committee, as we feel that there are things in the educational system that need to be rectified. We are opposed to the optional provision for divisions, but we feel that larger units are necessary, and definite steps should be taken by the Government to create them."

Mr. Matheson denied an earlier statement of Liberal leader J. T. Shaw that "education is languishing." There are as many high school pupils as ever in proportion to public school pupils, he declared, and rural pupils made as good a showing as city pupils, when they came into city high schools.

Education needed larger units and a state-wide administration, and he had waited in vain to hear any opposition member say that he was willing to place education on that basis.

C. L. Gibbs, Labor, Edmonton, declared himself in a quandary as to how to vote, in the absence of any statement from the Government of its attitude in case either amendment passed. He wanted the bill to go into committee, and urged that action be taken to this end, as the House was not justified, after two years' waiting, in again withholding the measure from second reading.

He felt that there was much merit in the idea of some sort of committee of enquiry, and urged the Minister to say what his attitude would be in case the amendment to the amendment carried.

Mr. Gibbs wondered why, if the Minister had conferred so sincerely with others, he was not willing to concede even one change in the bill, except as to the compulsory division clause. As to organization, size, and the matter of Departmental control, Mr. Gibbs added, there seemed to have been no change in the Minister's attitude, and no real discussion on "give and take" lines was possible if the Minister maintained this attitude. He hoped the Minister would agree to the suggestion of a committee to be set up during the coming year.

Mr. Matheson: "The bill doesn't have to last for ever. It can be amended."

Mr. Gibbs: "Yes, but children are growing up and passing out of school in the meantime. Labor is not satisfied that the Minister is right in his contentions as to the details of his larger unit scheme."

Mr. Baker: "Well, you've had ample opportunity to look into the matter."

Mr. Gibbs: "There has not been given to us the opportunity to talk with inspectors and officials. The whole question is an extremely complicated one, and all we ask is that the Minister gives the House the same opportunity as he has had, to secure all available information. We are still in doubt on this side, as to the wisdom of the proposals, and as to whether the Government has not taken the wrong road at this very critical point in the history of education in this province. If the Government will give any assurance that a committee will be set up, we will agree to second reading of the Bill."

Hon. George Hoadley maintained that if either amendment carried, it would be necessary for the Minister to reinstate the bill and let it go into committee; he could not bring in an amended bill.

Liberal leader Shaw: "But the House would agree to the bill as amended being given second reading."

Mr. Hoadley: "It is futile for us to proceed, and try to inject the principle of either amendment into the bill. The easiest way out is to withdraw the amendments, on the assurance that any suggestions put forward will receive the sympathetic consideration of the Government."

Mr. Shaw: "Will the Minister agree to setting up the committee?"

Mr. Hoadley: "No, the House must decide that."

George Webster, Liberal, Calgary, also urged the House to give favorable consideration to Mr. Shaw's amendment to the amendment, so that the House might secure the information referred to by Mr. Gibbs. He could not offer suggestions, but felt he might be able to do so, if he could sit in at the meetings of such a committee. He regretted Mr. Baker's attitude toward the amendment to the amendment, but was still more disappointed that Hon. Mrs. Parlbay, who had recently toured England and Denmark, offered no constructive suggestions, and had only made a "sneering reference" to Liberal suggestions.

Hon. George Hoadley: "I am sure the honorable gentleman did not mean to use the word 'sneering.'"

Mr. Webster: "No, I suppose I cannot use such a word, but there was nothing constructive in what the Honorable Lady had to say, and I regret that there was not. In justice to the House and the Government, I feel that this committee should be set up, so as to enable members to secure all possible information, and to assure the country that this had been done."

W. H. Shield, U.F.A., Macleod, referred to the various attempts that had been made to improve conditions in the present small districts, both in this and other provinces, but he denied that there was any "languishing" of rural education.

"We owe a great debt of gratitude to our rural teachers," Mr. Shield added, "and it is greatly to their credit that they are able to turn out pupils of such high standing. I have been a school trustee for over twenty years, and have always found rural teachers to be conscientious in their efforts."

Town and city schools, Mr. Shield stated, refused to take teachers just out of Normal School, and he felt that they could well afford to do so to some extent, and thus take these young teachers and give them a start under proper supervision.

While the bill before the House would remove the defects of the small units, he did not wish to see the small units interfered with too much in the matter of local self-government, otherwise there was a difficult task ahead. The small unit had been established so long that it had behind it almost the force of tradition to such an extent that many people would not admit the inefficiency of the small unit.

Education as to the value of the larger unit was necessary, and the passing of the present bill was the best way to do this, Mr. Shield urged, as areas not taking up the scheme at first, would come later to see the value of it, and the growth would be a natural one toward the larger unit plan.

Mr. Shield believed that the supervising officers should be employed by the division, and also that twenty divisions for the whole province would make each too large to secure the necessary local supervision. He did not see the wisdom of appointing a committee, as the weaknesses of the present system, as well as the remedy, were known.

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Gordon Forster, U.F.A., Handhills, objected to either amendment, as this would prevent any area from trying out the plan, until legislative sanction had been given to it, and he wished to see any district try out the scheme that desired to do so.

Lorne Proudfoot, U.F.A., Acadia, favored the setting up of the larger divisions in a voluntary way. He urged that the Act should be so worded as to enable any area to try out the plan in a gradual way, commencing first with the setting up of the division, election of the board, and engaging of the supervisors and superintendent. Then, later, the division board might take over the engaging of the teachers, the setting of the salary schedule, taxing the area, etc., and then, and only then, would the division earn the extra grants provided to bring up the revenue balance if the eight mills rate was not found sufficient to pay for teachers.

Mr. Proudfoot thought that the same plan of "gradual approach" might be applied also to rural secondary education. Many districts in his constituency, he believed, would try out the plan if allowed to do so in a voluntary way.

Mr. Gibbs: "Are you opposed to your scheme of 'gradual education' being applied to members on this side of the House?"

Mr. Proudfoot: "Self-education is the best form of education. Members have had every opportunity to study the bill and to educate themselves on it."

D. H. Galbraith, U.F.A., Nanton, pointed out the change that power farming had made in rural districts, many schools having but few pupils, while others had closed down altogether.

The vote was then taken on the amendment to the amendment, which, as stated, was lost, 13 to 37.

Col. C. Y. Weaver, Conservative, Edmonton, urged that while last year the Government had had a whole year on the 1929 bill, and had issued pamphlets and held meetings, this year the House had been given only a week on the new bill.

The proposed large units, if only twenty to the province, would be 6,000 to 8,000 square miles in extent, and would be much too large, he urged. Areas 40 to 50 square miles in extent, he felt, would be more desirable.

Divisions should be self-governing as to taxation, teacher control, administration, etc., while there should be sufficient freedom in the divisions to permit of some little divergence from a dead level of educational system.

Then, with two minutes to go before the 6 p.m. adjournment, Hon. Perren Baker rose to his feet to close the debate on second reading.

PENSIONS

Teachers' pensions are admittedly a good thing, but they cost money—that is, if they are actuarially sound, and those now in vogue in two or three of the provinces of Canada are not actuarially sound.

And, until Alberta can afford, and can discover, a teachers' pension scheme which is actuarially sound, there won't be any pensions for the teachers of Alberta—unless they provide them for themselves.

This, in effect, is the answer of the Government, as given by Premier Brownlee, to the motion of Hector Lang, Liberal, Medicine Hat, reading—

"Resolved, that the matter of the superannuation of the teachers of the province be immediately referred to a committee of the House with a view of

surveying the whole field and drafting a scheme for consideration during the 1931 session of the Legislature."

Liberal leader J. T. Shaw strongly supported Mr. Lang, giving a mass of argument from the side of both teacher and province, to show that a pensions scheme is desirable, while George Webster, Liberal, Calgary, also urged the House to pass the resolution. C. L. Gibbs, Labor, Edmonton, tendered the support of that group.

Hon. Perren Baker opposed the motion, as also did the Premier, who followed him, while Conservative leader D. M. Duggan stated his party's objection to the resolution as it stood, though insisting that the teachers had witnessed much "passing of the buck" at the hands of various governments and ministers.

The resolution was lost, 11 to 35, Liberal and Labor groups only voting for it, against the united opposition of the Government and Conservative groups.

In speaking to his resolution, Mr. Lang said—

"The resolution that I have the honor of proposing to the members of the House at this time, reads as follows:

"Resolved, that the matter of the superannuation of the teachers of the province be immediately referred to a committee of the House with a view of surveying the whole field and drafting a scheme for consideration during the 1931 session of the Legislature."

"About one year ago, I had the honor of proposing the following resolution:

"Resolved, that this Assembly is of the opinion that the Minister of Education should forthwith make inquiry into cases of those teachers who having rendered long service in the profession are now unable to continue on account of ill health or old age, and the Minister of Education should be authorized to make such provisions for such teachers as in his opinion after such inquiry may appear to be fair and reasonable."

"This resolution was adopted by the unanimous vote of the Assembly, by the members to whom I am speaking again today.

"The resolution has become a part of the statutes of the province, and teachers who may qualify according to the terms of the resolution are receiving pensions today.

"The teachers of the province accepted the unanimous endorsement of this resolution as at least a step in the direction of the pension scheme, which had been considered on many occasions by the Premier and members of this Government, and the representatives of the teachers of the province.

"The civil servants of the province enjoy the security afforded by a pension scheme supported in a degree by the Provincial Government. School inspectors and Normal School teachers are also included in this Civil Service Pension Scheme, and the teachers of the province are the next in order, I believe, to be included in a pension scheme inaugurated and administered by the Provincial Government.

"From what I can learn of the negotiations that have been carried on from time to time between the teachers and the Premier and members of his Government, over a period of ten years, it appears that

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CANADA

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the premiers and their colleagues at all times, have expressed the greatest sympathy with the movement.

"School boards, parent-teachers' associations and other such bodies have always been favorable to the scheme.

"In speaking to the resolution passed at the last session, the Premier stated that he and the members of the Government, while being favorable to the principle of the Teachers' Superannuation Scheme, did not consider that the financial condition of the province at that time warranted the inauguration of a scheme adequate to the teachers' needs, and at the same time, one which in its soundness would measure up to the severest actuarial standards.

"In proposing this resolution at this time, I do so, strongly in the belief, that on account of the financial conditions of the province in general, and the successful solution by the Government of the provincial railway problem and the return of our Natural Resources, that the time has now arrived, for at least making an exhaustive survey of the whole field surrounding this important question by a committee of the House, whose duty also will be the drafting of a scheme for our consideration during the session of 1931.

"I shall not take up the time of the House in placing before you at length arguments in favor of a Teachers' Superannuation Scheme. You have heard the arguments before on many occasions, and have expressed your approval of them and agreement therewith.

"Allow me briefly to refer to one very important point in favor of the inauguration of a Teachers' Superannuation Scheme. It is that the inauguration and operation of the scheme will give more permanence to the teaching profession. The security of the future of the teacher, afforded by an adequate and sound scheme, would be a great inducement in the case of many teachers to remain in the profession, who otherwise look to some other walk in life, which to them affords this security.

"The average teaching period, I am told, of those engaged in the teaching profession in our province, is three and one-half years, while in Ontario where a Teachers' Superannuation Scheme is in vogue, it is five and one-half years. The Pension Scheme in Ontario and no Pension Scheme in our province accounts largely for the difference, I believe, in the average length of time spent in the work by the teachers in the two provinces.

"The inauguration of a Teachers' Superannuation Scheme will do much towards increasing the permanency in the calling on the part of the teacher. I can think of no other one act of this Legislature that will induce the good teachers to remain in the profession than the inauguration of teachers' pensions.

"The scheme proposed is a contributory one on the part of the teachers. A definite plan was formulated in 1925 and every year since that date, it has received the unanimous endorsement of the teaching body, and, at times, has been amended by them in their annual conventions. The pension to be paid the teachers for total disability or superannuation, ranges in amounts from a minimum of \$480 to a maximum of \$1,500. The amounts are based on amounts of salaries received and number of years of teaching service. To maintain a fund adequate to support such pensions, the teachers have agreed

to contribute three per cent of their salaries, and request the Government to contribute a supplementary amount sufficient to guarantee the actuarial soundness of the scheme. It is estimated that the Government's share to inaugurate the scheme, will amount to between one hundred and thirty and one hundred and forty thousand dollars, annually, or about two-thirds of the amount to be paid by the teachers.

"I understand that every province in the Dominion except Saskatchewan and Alberta have a teachers' pension scheme in force, and Saskatchewan has one under consideration at the present session of the Legislature.

"In Manitoba, the act respecting teachers' pensions is being amended. There the benefits are practically the same as those proposed by the teachers of Alberta.

"I assure you, Mr. Speaker, that great encouragement would be given to the teachers from the endorsement of the resolution by the Assembly at this time. They would consider it a definite step forward in a matter in which they are all most vitally interested."

Hon. Perren Baker, Minister of Education, said that out of the various schemes in operation in Canada, that of only one province, Ontario, might be acceptable to Alberta teachers. There, the teachers contributed two and one-half per cent of their salaries, the Government adding a like amount.

In Manitoba, the government made no contribution, teachers merely paying into the pensions fund. A modification was being considered, however, Mr. Baker believed, while Saskatchewan has also a scheme under consideration.

A pensions scheme was introduced in British Columbia last year, the Minister proceeded, but the bill says that the province is under no obligation beyond the sum of \$25,000 a year for ten years, plus the cost of administration. The limited government support features, he felt, would not appeal to Alberta teachers.

As to the resolution, Mr. Baker declared himself opposed to it as not being the kind of measure to be brought before the House in that manner. The cost, he pointed out, would be high, and might conceivably be more than estimated.

The Government, before bringing in any scheme, must consider first its actuarial soundness, and second, whether it would be justified in undertaking the annual cost of the obligation which such soundness would involve. The Government, he added, had to answer to the people of the province for what money it spent, and opposition members were somewhat prone to use any item of increased expenditure as another argument for the damning of the Government all over the country.

"This question of teachers' pensions has been under consideration by the Government for some time, and when the Government can see its way clear to introduce a measure of this kind, it will do so," Mr. Baker concluded.

Liberal leader J. T. Shaw felt that the Minister was much too apprehensive of the responsibility of the Government over the resolution, which merely asked that a House committee examine and survey the situation, and draft a scheme for the consideration of the Legislature next year. The motion asked

Eyes Examined

Glasses Fitted

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for no commitment, and the Government would be entirely free in 1931 to consider the question anew, and would then have the aid of the work of the committee.

There were two standpoints from which to view the question, Mr. Shaw proceeded—that of the teacher, and of the province. From the teacher's standpoint, the meagre pay was offset to a large extent, where a pensions scheme was in effect; it would, he felt, largely offset the results of five, ten or fifteen years' higher salaries, in other occupations.

Furthermore, a pension scheme gave some guarantee of promotions. The rewards in the service were few, Mr. Shaw felt, and without a pension scheme, those higher up in the scale of the profession would linger there as long as possible, whereas if there was some adequate pension, they would, no doubt, gladly relinquish the work to younger teachers, who would thus be assured of quicker promotion.

The profession would gain increased dignity, too, as a pensions scheme would keep the ranks free from those incapacitated through old age or disability. Further, the young teacher was not so likely to drop out, when he saw that each year of service increased his pension prospects.

From the provincial standpoint, Mr. Shaw felt that the pension scheme would serve to draw to the profession those teachers who were the most capable and promising, while, once there, the assurance of a pension would keep the capable teacher from seeking other work to supplement his old age reserve, and would tend each year to anchor him more securely.

The efficiency period for the teacher would be lengthened, too, since the fear and worry of a destitute old age would be gone, and that peace of mind so desirable in old age, would be assured. Too, the teacher with the knowledge of a pension behind him, could invest his spare funds for study, training and travelling, thus making him a better teacher, and enabling him to gather that breadth of experience and outlook which he could not secure, if he localized his efforts and limited his horizon.

The province, Mr. Shaw believed, would actually gain by instituting such a scheme. Ordinarily, where there was no pension those who drew the most in salaries were the oldest teachers, who were compelled to remain as long as advancing old age and infirmity would permit; these teachers pensioned, younger and less highly salaried teachers would be able to take their places.

"I feel sure that in the long run, the province will get the highest return from the money invested," Mr. Shaw added. "We spend great sums on our modern school plants, and we should run them at highest efficiency, lest poor workmanship destroy valuable human material."

A pension scheme, too, Mr. Shaw felt, would get many school boards out of a delicate position, since no board cared to turn off old and valued servants because they were old and not so efficient as formerly. Big and allegedly "soulless" corporations had found pensions schemes to be actually good business; railways and governments had adopted them, and it was time, he believed, to look after the teachers in this matter.

"Over half the states of the Union have pensions schemes for their teachers," Mr. Shaw concluded. "Our failure to do so constitutes a deplorable economic waste—an inefficiency which is wholly remediable, and I feel that the Government should get some plan that will satisfy the teachers, and at the same time inure to the benefit of the children and the people of the province."

C. L. Gibbs, Labor, Edmonton, chided the Minister of Education for his "cold" reception of the resolution. He regretted that some of the arguments used by Mr. Shaw hadn't been used by the Minister. Everybody knew that in his heart Mr. Baker was sympathetic to the idea of teachers' pensions, but he felt that possibly the sympathy was so deeply buried that it didn't come to the surface as often as the teachers would like.

He wondered if the motion was a move to make the Minister more communicative, and if the Minister was quite convinced of the importance of the teaching profession as a social factor. Mr. Baker, Mr. Gibbs suggested, had had ample time to formulate some suggestion, or at least, time to tell the House that he himself was in favor of teachers' pensions and would leave no stone unturned to help secure them.

It was, the Edmonton Labor member proceeded, an "economic and business-like idea" to "keep in the profession those whom the profession wanted to keep," and he felt that there should be a pensions scheme which would place teachers where they could devote their entire energies to their classes, and not have to keep one eye on the children, and the other on some possibly better job.

The big loss of personnel, Mr. Gibbs felt, indicated that there was something wrong with the profession, and the lack of a pensions scheme, he believed, was one of the reasons for that.

The resolution had at least given the matter a little further airing, concluded Mr. Gibbs, and even if the Minister hadn't proved very communicable, he hoped yet to hear some pronouncement from the Government, as to their ideas.

Premier Brownlee took the hint.

Mr. Gibbs, he said, was critical of the Government's position, yet the whole question had been debated before in the House, and especially when the matter of the civil servants' pensions bill was under discussion.

Many of the arguments used, he felt, were mere repetition, and had been enunciated session after session in the House, while he did not feel that the resolution before the House was really necessary. As head of the Government which introduced civil servants' pensions, Mr. Brownlee proceeded, he remembered that these same arguments were used at that time. He did not deny the validity of these arguments, and he agreed that a pensions scheme for teachers would have a good effect, though not to the extent of being a cure-all for all the evils of the profession, as advocated.

He doubted, for instance, if the pensions plan would reduce the turnover of teachers, while he could not see that the attraction of the pension would prove a great allurements to the young teacher. The rural young teacher, for example, getting \$1,200 per year, would scarcely be affected by a matter of \$30 a year one way or the other.

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The loss in turnover, Mr. Brownlee added, was during the first four or five years, by marriage on the part of women teachers, or because other employment offered bigger salaries to the men. But no matter what the pension scheme, there would always be the sentimental attachment that a board would feel to its older servants, and the same natural hesitancy in insisting that they take their pensions and make way for the younger teachers.

The practical matter was that of cost, the Premier stated. Many of these matters of social legislation were such as any government could endorse if they had the money for them, but the proponents of such schemes were also the very persons who would later criticize the Government for added expenditure.

There was not a teachers' pensions scheme in any of the provinces that was actuarially sound, the Premier claimed, even that of Ontario being in this category, so that that province might at a later date find itself obligated to paying large sums to add to reserves to make the pensions fund sound from an actuarial standpoint.

The Manitoba scheme was not admitted sound by anybody, and he believed that province was considering another scheme at the present time. Saskatchewan was considering a plan, but present information indicated that that plan also would not be actuarially sound, unless the Government gave a blank check to make it so.

The B.C. scheme he did not like in some of its features, notably that its teacher contributions were non-returnable in case the teacher left the profession, while the Government's share was limited to \$25,000 a year for ten years.

"We could bring in such a scheme as is being considered in these other provinces," the Premier added, "and we could get away with it for three years or so, but it would not be actuarially sound, and sooner or later the Government would have to provide such sums to maintain reserves, as it ought to have been paying right along.

"That is not the way we will do it in this province. We will know what any scheme is to cost us, before we go into it, and obviously we cannot do that this session. Nor do I feel that the Government should attempt to evade responsibility by turning this on to a committee of this House. What the Government can do and will do, is to continue its enquiries, in close co-operation with other provinces, and if

we find a scheme which we can recommend to the House as suitable and sound, at some known figure of cost, then we can bring the plans before this Legislature."

D. M. Duggan, Conservative leader, said the resolution had served its purpose, but he didn't think the House would be wise to pass it. Schemes had been prepared—the Government knew what the teachers wanted, and it was now a matter of whether the Government was in a position to meet those demands.

Tracing the history of the pensions movement in Alberta, Mr. Duggan felt that the teachers had real cause for complaint in the manner in which their requests had been passed over by ministers and governments.

Hon. J. R. Boyle, in 1917, had admitted the principle and promised immediate consideration; Hon. George P. Smith, in 1919, had promised "scrutiny and consideration"; in 1921, Hon. Perren Baker had said he couldn't do anything till he got settled in office, but Mr. Duggan felt that he had had time since then to feel settled.

In 1925, the executive council dealt with the matter, and Premier Greenfield made promises, but later the teachers were told nothing could be done till the province was "on the right side of the ledger."

"From year to year ministers have evaded responsibility until now the question comes into the House from a member of the opposition," Mr. Duggan charged. "This is a matter which calls for government action; it is not a question of a scheme, but of whether or not we are going to entertain the idea of teachers' pensions. As to the cost, surely out of expenditures of some \$17,000,000, the government can save \$175,000 for teachers' pensions. If it cannot give the pensions without added taxation, then it ought not to give them at all, but we on this side of the House have shown where the money can be saved."

George Webster, Liberal, Calgary, felt that the Government wasn't planning to do anything definite next session. He saw no reason why a House committee should not be asked to take charge of the question, as it had done before on other important matters.

Mr. Lang closed the debate, and the vote proceeded as stated.

Local News

FORT SASKATCHEWAN

The Fort Saskatchewan A.T.A. local met on Wednesday, March 5th, at the Fort High School, the President, Mr. A. Voyer, being in the chair.

Upon the conclusion of business, a discussion upon a Public School Time Table followed. Following Mr. Voyer's preamble, all members present keenly debated the following points: Time available to teacher for actual teaching; amount of coverage each subject received; the number of lessons actually taught; the necessity of time limits in arithmetic; the value of ten-minute lessons, and the balance of time as divided between the upper and lower sections of the school.

During the winter, meetings were held at various points, and the following subjects were amongst those debated: "The Alberta A.T.A. and the Quebec Conference," Mr. A. J. Powell, speaker; "Discipline and Its Problems," discussion opened by Mr. Griffin, Josephburg; "The Problem of Maintaining Good English in the School Yard," opened by Mr. Whitson, Good Hope.

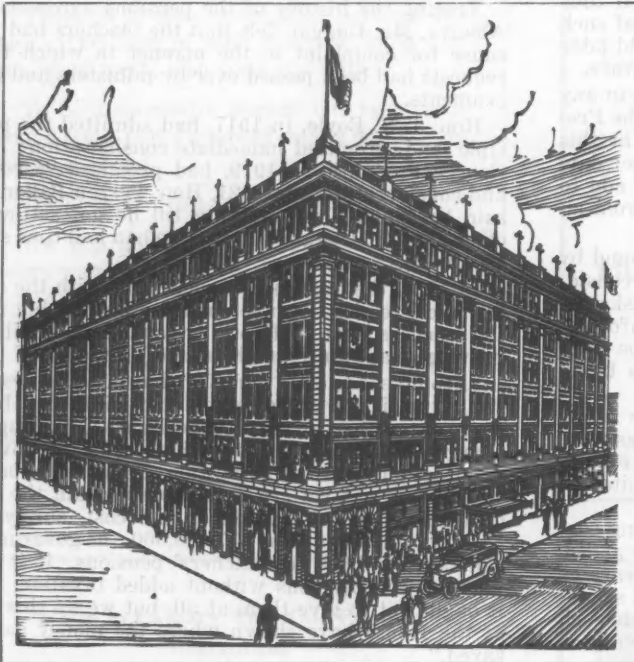
Other subjects receiving attention were the proposed School Act, the A.T.A. and its functions, and school tests.

A feature of all meetings has been a social hour following the business session.

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CALGARY PUBLIC SCHOOL MEN'S LOCAL

The regular monthly meeting of the Calgary P.S. Men's Local of the A.T.A., was held at the Y.M.C.A. on March 18th, at 6 o'clock p.m. After supper a business meeting was conducted. The President, A. Florendine, presided.

The President reported on an interview held with school officials. Progress was made.

A letter was read from the School Board explaining the method of computing sick pay allowance. M. W. Brock reported on pensions.

G. H. Lunn gave a report on the progress made by the cumulative sick pay committee.

Mr. Godwin submitted a report on appointments. His committee was instructed to continue its work. The following were nominated for the Provincial Executive for the ensuing year:

Calgary District Representative, M. W. Brock.
Vice-president, J. W. Verge.

It was decided to hold an April meeting to discuss resolutions and instruct delegates.

Meeting adjourned at 9 p.m.

DRUMHELLER LOCAL ALLIANCE MEETS

The Drumheller A.T.A. held a luncheon on Saturday, March 1st, in the White House Hotel.

At the business meeting which followed, the following members of the executive were elected:

Mr. G. Wootton, President; Miss O'Neil, Vice-President; Miss E. French Coleman, Press Correspondent; and Principal Heywood, Geographical Representative.

After a visit by two ladies from the Women's Institute, Miss Jordan and Mr. Smith were appointed to confer with the Institute members in regard to educational matters.

The Drumheller Teachers' Alliance met on Saturday, March 15th, at 12:30 p.m., in the White House Hotel.

After luncheon, the business meeting was held in the banquet room below.

The new President, Mr. F. W. G. Wootton, presided. There were twenty-one members present.

After community singing, two delegates were appointed to attend the annual meeting in Calgary, and also a committee of three to draft resolutions.

Miss M. Jordan and Mr. Smith reported a visit to the W.I. and gave \$1,000 as the sum the district must raise, to get balance of \$1,000 from the Government for a health nurse.

Mrs. Jakey spoke on the work of the Pensions Committee, and said developments are expected very shortly. She also urged the need of maintaining a strong Teachers' Federation.

MACLEOD

A local of the A.T.A. was formed in Macleod in November, 1929, by the teachers of Macleod, Granum and the surrounding district. The officers elected were:

President, Jarvis Miller.

Vice-president, C. M. Mair.

Secretary-treasurer, Miss Eloise Telford.

There are fifteen members of the local, and at the five meetings that have been held the attendance has been quite gratifying. The meetings have been interesting and instructive, as there have been papers and discussions on new methods of teaching various subjects, and of testing the results of teaching by standardized tests.

LETHBRIDGE

The Fourth Annual Dinner under the auspices of the Lethbridge and District A.T.A. Committee was held in the Marquis Hotel on Saturday at 6:30 p.m., when about sixty sat down under the chairmanship of Miss Haw. Following a pleasant repast a programme, consisting of songs by Miss Jennie King and Mr. George Parsons, a reading by Mrs. Becker, all of which were heartily encored, and an interesting address by Mr. A. B. Hogg, was thoroughly enjoyed by all.

The topic "Canadianism" was dealt with by Mr. Hogg in an original and interesting way and interspersed with wit so that it was never in danger of becoming the "lesson" which it was humorously called by the speaker. "If we lack a national spirit there must be reasons," said he, and then suggested our immense area, lack of international contacts and the growth of rather an intense local patriotism as some of these. He threw amused condemnation over the usual references to the immensity of our country, pointing out that it would be easily possible for Canada's entire population to stand together within a portion of the City of Lethbridge. Statistics as to our vast wealth and resources, he felt, should be avoided. Rather should we make our teaching more related to human lives, and in the teaching of the history of the West much more, he thought, might be made of the part played by the adventurers of the Hudson's Bay Company, who for two centuries conducted their relations with the Indians so skilfully and well, and through whom we could so naturally link our own with British history.

We cannot expect our foreign-born immigrants to become one hundred per cent Canadians, but we certainly should be able to develop a strong national spirit in their children through education. We should train them to look to better days to be, to think of a country rather than of a map, to think of people rather than a nation, and to give them real knowledge instead of statistics.

After a few remarks by Inspector Morgan the evening was closed with the singing of the National Anthem.

SCHOOL OF EDUCATION, UNIVERSITY OF ALBERTA

A local of the A.T.A. was formed recently at the School of Education at the University of Alberta. Miss Dorothy Hill, B.A., was elected President and Mr. A. Cotsman was elected Secretary-Treasurer. Every student enrolled in the Graduation Class of the School of Education signed up as a provisional member of the Alliance.

(Editor's Note: A good start S.E.U. of A.!)

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PROF. ALLISON'S TOUR, July 2nd and July 9th, personally conducted by Prof. Allison of the University of Manitoba.

BOOK EARLY. Reservations have already been made for a number of Alberta Teachers.

MISS HILDA HESSON'S TOUR, July 4th. The All Canadian Tour of Europe conducted by Miss Hesson.

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Items of Interest to Teachers

COURSE OF STUDIES

Education Department, Alberta

Edmonton, March 13, 1930.

Dear Mr. Barnett:

Referring to our telephone conversations with reference to the changes in the High School Course of Studies, I am submitting herewith a list of changes recommended by the Special Committee which do not appear in the Departmental Regulations for the current year:

1. General Science—The changes recommended by the Committee do not appear to have been adopted, but Section 4 of the Course, as given in the Handbook, was rewritten.
2. French 1—The Committee recommended a reduction of two lessons but no change was made, the Course remaining Lessons 1 to 22 as formerly.
3. French 2—Chapter XXXIX. only omitted.
4. Agriculture 1—The Committee recommended that Part V., "Bacteria," be transferred to Agriculture 2 and this material replaced by a section from General Science 1. No change was made.
5. Agriculture 2—Instead of transferring Part V., as recommended by the Committee, this Course was strengthened by additional material fully outlined in the Regulations.
6. Algebra 3—In addition to the reductions recommended by the Committee, Chapters XV. and XVI. were also omitted.

Other slight variations from the Committee's recommendations may also be found in the Regulations, but the above are the principal recommended changes which were not made effective.

Your obedient servant,

H. J. SPICER, Registrar.

MR. J. W. BARNETT,
General Secretary, Teachers' Alliance,
Imperial Bank Building,
Edmonton, Alberta.

THE 1930 JOINT SUMMER SESSION

The announcements for the 1930 session of the Summer School are now ready. As in former years copies will be sent on application to the Director, G. Fred McNally, at the Department of Education, or the Registrar at the University of Alberta.

This year's programme is especially strong on the English side. Arrangements have been completed for a visiting lecturer from England. Mr. George Wilkinson, Head of the Department of English in the Leeds Training College, will be the visitor.

Courses will be given in Fine Art, including Landscape and Still Life Painting and various phases of Primary Work, as well as those which have been popular heretofore. It is expected that the enrolment will reach seven hundred this year. With such a varied programme, the opportunity to meet teachers from all parts of the province and the inspiration which comes from refresher courses, a session at the Summer School would be of undoubted value to every teacher in the Province.

SUMMER SESSION OF GRADUATE AND UNDERGRADUATE COURSES AT THE UNIVERSITY OF ALBERTA

For the information of our teachers who desire to take summer courses that are being provided in the Provincial University, the following announcement copied from the Bulletin of the University of Alberta will be of interest:

JUNIOR COURSES (six weeks)—

Chemistry 1—General Chemistry.

English 2—A general reading course in English Poetry and Prose.

French 2—Authors, Composition and Conversation.

German A; A-1—Introductory course.

Latin 1-3—First year Latin Authors and Prose Composition.

Mathematics 7—Calculus and Analytical Geometry.

Physics 1—General Elementary Physics.

SENIOR COURSES (six weeks)—

Chemistry 52—Organic Chemistry.

Classics in English 51—Greek Life and Letters from Homer and Lucian.

English 63—Prose and Poetry of the Eighteenth Century.

French 21—Eighteenth Century.

Mathematics 55—Calculus and Differential Equations.

Political Economy 64—Trade and Transportation.

Psychology 51—General and Experimental Psychology.

Psychology 53—Educational Psychology.

Psychology 105—Educational Psychology (advanced course).

Education 59—Educational Administration.

An innovation in connection with the Summer Session, 1930, will be a Master Course in the piano to be given by a *Musician of International Reputation*.

Additional information can be secured from THE REGISTRAR, University of Alberta, Edmonton, Alta.

CADET TRAINING IN LETHBRIDGE

The last issue of this Magazine contained a reference to the action of the Lethbridge City School Board in disbanding the school cadet corps. We have since learned that a plebiscite was held last month at Lethbridge, by which, on a majority of 123, abolition of cadet training was voted down.

Annual General Meeting of the Alliance

First Session: MONDAY, April 21, 2:30 p.m.

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Every member of the Alliance is entitled to take part.

Overseas Education League

FIFTEENTH ANNUAL VISIT OF TEACHERS

GREAT BRITAIN, FRANCE (together with SWITZERLAND, INNSBRUCK, OBERAMMERGAU and GERMANY)---\$535.00

July 2nd Sail by S.S. "EMPRESS OF AUSTRIA" from Quebec.

July 9th Arrive at Cherbourg, proceed direct to PARIS.

July 9th to 17th PARIS. Members will be accommodated in Hotels situated near the Arc de Triomphe (Place d'Etoile). The programme will include a day in the Louvre, a visit to Versailles, as well as sight-seeing motor tours of Paris, both by day and night.

July 17th to 21st GENEVA.

July 21st Leave Geneva by special train for INNSBRUCK via Lausanne, Berne and Lucerne.

July 22nd Morning in Innsbruck, leave by motor coach for Oberammergau through the Austrian Tyrol.

July 23rd THE PASSION PLAY. (8.00 a.m. to 6.00 p.m., with interval, 12 noon to 2.00 p.m.)

July 24th Leave Oberammergau for MUNICH.

July 24th to 27th MUNICH. (Wagner and Mozart Festivals.)

July 27th to 28th NUREMBERG.

July 29th BAYREUTH.

July 29th to Aug. 1st DRESDEN. (International Hygiene Exhibition.)

Aug. 1st to 5th BERLIN.

Aug. 5th HAMBURG.

Aug. 6th By S.S. "MONTCLARE" from Hamburg to Southampton.

Aug. 8th Arrive Southampton, thence direct to London.

Aug. 8th to 23rd LONDON. The programme will include visits by motor coach to places of historic and educational interest, as follows:

(a) Windsor Castle, Eton, Stoke Poges and Burnham Beeches.

(b) Hampton Court, Kew Gardens, and Richmond Park.

(c) The Tower of London.

(d) The Houses of Parliament.

(e) A Day at CANTERBURY.

(f) A Day at OXFORD and STRATFORD-UPON-AVON.

(g) Special Service at Christ Church, Lancaster Gate (The Empire Church.)

And under conduct of Mr. Allen Walker, Extension Lecturer for the University of London and Lecturer for the City of London.

(h) The Guildhall.

(i) The Mansion House and Royal Exchange.

(j) The Inner Temple, The Temple Church and Fleet Street.

(k) Westminster Abbey.

The party will be accommodated in Hotels in the Lancaster Gate district. To enable members to make individual arrangements for visits out of London, a long week-end (August 15th to 19th) will be entirely free of all programme.

Aug. 22nd A day in Westminster and Southampton.

Aug. 23rd Sail from Southampton by S.S. "EMPRESS OF AUSTRALIA."

Aug. 30th Arrive at Quebec.

A number of cabin and tourist reservations have been made on the "Minnedosa" from Montreal June 21st to Glasgow, for Teachers wishing to visit Scotland and the North of England. These members will join the Teachers' party in Paris on July 9th.

Application forms, containing the usual detailed information, are available at the offices of the Overseas Education League, Boyd Building, Winnipeg.

The present estimated cost of the Tour from Montreal and return is \$535.00 (Five Hundred and Thirty-five Dollars). This includes all transportation, hotel accommodation, gratuities and programme costs throughout.

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A Year in the East

M. W. BROCK

Principal Mount Royal School, Calgary

THANKS to the system of provincial teachers' exchange and to the generous treatment of a sympathetic school board I was permitted last year to renew my teaching experience in old Ontario and in the Queen City of that Province. After having been away for a number of years it was with keen anticipation that I again entered upon my duties there as an exchange teacher.

I was located in what, I believe, might be termed an average public school, combining as it did the characteristic features of both a country and city school, for it was a county school under the management of the Toronto city school board and, of course, to a certain extent drawing its conduct from both sources of influence. In this I was particularly fortunate as it made it possible for me to renew and relate my former experiences in rural and urban schools of Ontario with the main features and tendencies obtaining there at the present time.

A system so large as that of the city of Toronto must of necessity be divided into smaller administrative units or inspector divisions. Thus the system places in charge of each school district within the city municipality an inspector who performs not only his inspectorial duties as related to the Department of Education but the general superintendency work as related to the organization of schools within his area, the recommendation of building requirements, the placements of teachers, the conduct of examinations for promotion purposes, etc., etc. As you will notice these gentlemen are very busy men as they have the double function of inspection and superintendency to perform, besides undertaking survey work of different kinds for the Chief Inspector who heads the system, and being responsible also for the relation of the general work of the schools to any special recommendation or findings on the part of the school board. Thus it is, that a very high standing of educational achievement together with an almost superhuman qualification of executive ability is required on the part of those enjoying these positions. As a first impression it appeared to me that a great advance had been made since the days of my former experience, for these inspectional positions are obtained only by those teachers of highest educational rank such as bachelor or Doctor of Education. The great post-graduate educational advantages of the East as compared with our own make it possible for the ambitious young men or women in the teaching profession there to qualify themselves accordingly for these supervisory positions.

The general organization of the public schools varies only slightly from our own. Instead of the grade classification one to eight, they still maintain their class designations as junior and senior in the four main divisions—first, second, third and fourth classes. In the high schools their forms, one, two, three and four correspond to our grade classifications, nine, ten, eleven and twelve. I observed, however, a very marked tendency to lower the public school course from an eight to a seven-year one,

This is brought about by the practice of combining the work of junior and senior second as much as possible, thus affording the average child a chance of doing these two years' assignments in one. If applied to our own system, as some educationists are now advocating, certainly our brightest pupils would have their public school instruction cut to seven years without any very serious impairment of the course. Whether the year gained to the pupil by this policy should be acquired in the lower grades or in the approaching senior grades is a question of such importance that it should be settled to the general satisfaction of the curriculum of studies as presently outlined before its general adoption by the school authorities concerned.

The standard of work required for graduation from the public to the high schools of Ontario is very similar to our own and as far as I was able to ascertain is not any more intensive in its application than the subject matter of our own course. In fact, I believe that much less is actually required over the whole range of subjects: for example, the Entrance pupils write only on Canadian history and are exempted from an Art examination provided that their year's mark is declared satisfactory by the teacher or principal in charge. I liked the feature of their history course by which British history was taught only in junior fourth class and Canadian history reserved for the senior or graduating class. It appeared to me that it accentuated the importance of a better knowledge of Canadian history and did not allow for any unjust discrimination in the assigned values of the two parts as at times characterizes the Entrance History Examination paper in our own province. The group system of examination is not in use there as it is in Alberta schools for the reason that they apparently do not need to economize on such things as the expense of Departmental Examinations. In regard to the subjects of the finer arts, I did not observe any more efficient work being done and I am sure that the training given to Alberta children in music and art, particularly of our two main cities, is absolutely as fine if it cannot be said to excel that of the Eastern schools. I came back feeling more enthusiastic over our own system particularly on this account.

The whole trend of education, however, seemed to be directed towards the technical. In fact, very splendid provision is made in their junior and technical high schools for the pupils of that particular type. I believe it is most creditable that provision is made as early as graduation into junior fourth class for a child of less marked academic ability to enter either the boys' or the girls' section of their splendidly equipped junior technical schools and there find himself or herself, as it were, according to his or her natural aptitude. I was informed that there was only one main condition mitigating against this fine educational advantage and that was the possibility of such institutions becoming cluttered up, so to speak, with a type of pupil who had no more inclination to make good in the technical than he possessed in the academic. And furthermore this



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"I saw your name in the A.T.A."

type of school often became a sort of asylum for many lazy good-for-naughts and furnished the public school with a splendid opportunity to get rid of a particularly trying type of youth—passing the buck, as it were. One manual training instructor remarked to me that the situation from this standpoint was growing worse and that pupils were being admitted to his classes who could not understand the technique of the simplest mechanical operations and many were not able to make correct measurements or computations involving the simplest knowledge of fractional or decimal parts. He remarked that the whole system would have to find a lower basis of development to meet the needs of the growing demand for technical training. The purely vocational school would be the next step to take care of the needs of that type requiring this more elementary technical training to prepare them for their station in life.

In respect to the ever increasing demands being made in that particular industrialized part of Canada for commercial training in the high schools, great progress has been made, but as yet the Department of Education in Ontario has not realized the advantage of having a matriculation standing looking forward to the more advanced commerce and accountancy courses of the university. In this regard, I believe, we cannot congratulate ourselves upon being any more advanced than they.

The main supplementary phases of school life, such as cadet training, physical training, organized sports, manual training and domestic science, receive approximately the same amount of consideration as under our own urban educational systems. Each of these special subjects are supervised by regularly appointed supervisors, but owing to the extent of their work they visit a school much less frequently and so the instructors feel less ill-at-ease respecting their work in these subjects on that account.

On the whole I believe there is a direct tendency, other than that of the technical, towards specialization, and groups of schools under one inspector appear to have become quite individualistic in their interpretation of the course of studies. I imagine that on the whole this is a rather fine departure and might serve us in Alberta as an example that the best results are not always obtained through a too strict observance of conformity in standard. The specialization, however, appears to be based, not upon the apparent individualism of the district as it pertains to its industrial, commercial or cultural environment, but upon the personal appeal which any given subject may have upon the inspector in charge. One inspectorate is prepared to satisfy its chief on the subject of music, another in art, another in manual arts, and still others in the development of English or even in the less appealing subjects of arith-

metic, history or grammar. As the saying is, he may be a "bear" on geography or oral composition, so that the complexion of the course takes on, at least in part, the mental disposition of its chief exponent. I was rather amused at this feature when I was first warned or cautioned by my well-wishing friends that my rating as a teacher would largely depend upon the showing of my class in the subject of accuracy and the neatness with which the children's work books were kept. Of course, inspectors have been known on rare occasions to change in a sudden and tragic manner their fond subject and thus cause grave consternation in the ranks of the affected teachers. One can understand then why it has become so necessary to keep very close check on all his movements, to be prepared for any unexpected departure from term to term, and how secretive must be his doings to escape the wary teacher in this regard.

Educational facilities for the ambitious teacher in the profession are decidedly more available there with the result that the academic and professional qualifications of the teachers in even the average public school are of a very marked standing. I was told that it would be, indeed, a rare thing for an assistant to get a principalship there, without having a University degree and preferably some extra specialized standing in educational subjects such as the College of Education provides. Some valuable research work in connection with child education is now being undertaken by the University of Toronto, the results of which are already regarded as very important.

Ontario is striving to maintain her high educational status amongst her sister provinces and no doubt is maintaining it according to her own ideals. Tradition is a wonderful and yet a dangerous thing. I soon discovered that I was on dangerous ground, if in making any comparative remarks about the two systems, I dared to suggest that we might have any thing to offer them. In fact I came away with the impression that if their system erred in any respect it was in that attitude or feeling of "self-complacency" which seemed to characterize it and in that much overwrought "dignity" to be maintained at any cost in respect thereto. However, bearing in mind that after all one year is a very short time to formulate definite impressions and that there is a danger in expressing even opinions I shall conclude this article by stating that my associations and experience were fully in accord with my expectations and that my outlook on education has been broadened by the year's educational contacts, and that my convictions are more definitely registered on the side of those who advocate that greater educational advantages are necessary for the masses of our citizenry.

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



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Editorial

SOURCES OF INSPIRATION REGARDING REFORM

THE amendments proposed by Mr. Shaw and Mr. Duggan during the debate on the second reading of the School Bill, providing that the problem of reform in the educational system be submitted to a representative committee or commission, carried a wider significance than appears immediately on the surface. These amendments, unfortunately, seemed to most of the members merely to involve the collection and discussion of facts relevant to the school situation, with which as members they can not be expected to be intimately acquainted, and, therefore, the greater number took the position that the Minister has his advisers who evidently have given long and continuous thought to the numerous and difficult involvements and, consequently, submission of the school question to another body would have one effect only—to delay action for another year when the House would have very little, if any more authoritative information at its disposal than is the case now.

If we read the situation rightly, the amendments imply much more than this. They manifest a growing sentiment on the part of observant thinkers that the methods whereby the Minister seeks inspiration and his methods of implementing his desire to "listen" to the expressed viewpoint of all interested parties and then "size-up" the happy "mean" and embody such "mean" to the full extent that public opinion will probably sanction, are not productive of the best results; they do not produce that measure of confidence in the minds of those called upon to study educational questions which is so essential for the happy reception and endorsement of fundamental changes in the statutes or in the general administration.

* * * * *

THE official responsibility so strongly stressed by the Minister (and no intelligent person will attempt to minimize its existence) should logically include responsibilities for the adequacy of the sources of expert opinion which he consults or "listens to" in the building up and dissemination of his policy. According to his own statement in the House, he has availed himself of every possible assistance in this connection, but we wish to point out that there is a vital difference between appealing to a number of sources of inspiration *severally*, and appealing to them *conjointly*. It is this latter kind of appeal that is involved in the amendments referred to and it is obvious that the effect of bringing together all relevant sources of inspiration on any problem and having them *collaborate* in the production of a joint

report is very different and much more practical than the plan which, apparently, was followed by the Minister. The former plan after long and careful consideration both in and out of parliament, has been adopted in many progressive English-speaking countries as a statutory and continuous means of dealing with all sorts of educational problems, and the lack of a consultative committee is one of the serious defects of our Alberta educational system.

* * * * *

WE cite an example of what might be considered a most efficient instrument of inspiration to the supreme state educational authority:

The Education Act of 1889 (England and Wales), which gave the state administration of education its present form, provided also for the establishment of a statutory advisory committee of the Board of Education, known as the "Consultative Committee," which now consists of twenty-one members appointed by the President of the Board of Education and includes representatives of teachers, local authorities and Universities. It is so constituted "that it shall always consist, as to not less than two-thirds of the members thereof, of persons qualified to represent the views of the Universities and other bodies interested in education." It is a highly authoritative body and an efficient means of collecting and transmitting relevant data and opinions to the Chief Executive for his use in the responsible discharge of his office. It has already "justified its existence by producing thirteen important reports, not the least valuable of which have been the two recent ones on differentiation between the sexes, and on the education of the adolescent." The famous "Hadow Report" also emanated from it.

* * * * *

THE new School Act of 1930 contains no provision for utilizing professional or other inspiration. At the last convention of the Alberta Educational Association the suggestion was ventured by a layman speaker that there should be an annual Provincial conference of representatives of all bodies interested in education, viz.: trustees, teachers, supervisors and inspectors from each of the three Provincial sections about Calgary, Edmonton and Peace River, to discuss all educational questions and report to the Legislature through the Minister. If there were added also, representatives of institutions of higher education, and the conference were given statutory standing as an advisory committee to the Minister who might select the representatives for a period of years, it would be fairly in line with the procedure outlined above and would tend to put the progressive development of educational policies in the Province on a sure foundation. It is not to be expected that such a body could develop a weight of authoritative opinion comparable with the above

model—the matrix from which it must be drawn does not begin to compare either in mass or in maturity—but it would, at least, be in tune with the conditions with which it has to deal and would grow more efficient as these conditions develop.

PENSIONS

MR. HECTOR LANG'S resolution calling for the matter of superannuation of teachers to be referred to a committee of the Legislative Assembly to bring in a scheme for consideration of the House during the session 1931, was turned down. Needless to say, the disappointment immediately resulting is apparent from one end of the Province to the other. But there is not necessarily any occasion for dismay, although Alberta teachers certainly were buoyed with hope that a scheme for pensions would be enacted this year. The Government, however, has not made any pronouncement bolting and barring the door to teachers' pensions—except in so far as the present session is concerned.

What is encouraging is the evidence shown by the Premier's speech that the Government are actually investigating the field to the extent that they have a sufficient amount of data to enable them to criticize pension schemes in operation in all the provinces and make comparisons with the suggested Alberta scheme. It looks as if the teachers' hopes will be realized before very long and that the Government will get down to "brass tacks" and make a definite decision as to just what they intend to do and just how far they are prepared to go—and when. This is the first occasion upon which the Premier has definitely pledged his Government (indirectly, it is true) to the *principle* of teachers' pensions.

* * * * *

ALTHOUGH he refused to commit himself to any particular scheme, the Premier showed he had formed rather unflattering opinions of the previous acts of other Provincial Legislatures who had already enacted pension schemes for their teachers years ago—sometimes decades ago. He stressed the fact that few of the schemes were actuarially sound and instanced the Ontario scheme—the one most similar to the one suggested by the Alliance for adoption in Alberta—as having been reported upon by one actuary as actuarially unsound. It should be known, however, that it was not considered seriously unsound by the Ontario Government; otherwise they would not have reduced recently the extreme period of service for benefit from forty to thirty-nine years. Furthermore, it appears to us that making a statement of the revenue of Ontario and the revenue of the Alberta Government without at the same time comparing the number of teachers in the two provinces and the relative contributions required of the two Governments does

not provide a fair basis upon which to make comparison as to the financial capacity of each province to shoulder a relative burden.

* * * * *

WHILE actuarial soundness is a necessary condition in any practical scheme, we would suggest that it is not expedient to wait too long for the perfect scheme. No scheme can remain perfect or actuarially sound indefinitely, for as time passes, new conditions arise which inevitably affect actuarial calculations which, in turn, inevitably demand amendment of the scheme. In the interests of the Province it is expedient to get some practical scheme in operation (We think the one submitted by the A.T.A. is such) and, as changing conditions arise later and as defects emerge and experience dictates, amend and improve it. As previously stated, the perfect scheme can not remain perfect for all time; every year of delay increases the difficulties to be faced later and increases the discontent of the teaching staff and turns away potential recruits of the order which the service wishes to attract. "Hope springs eternal in the human breast." The earnest prayer of the teaching profession in Alberta is that hope will rapidly give place to certainty and substance after years and years of "next year."

* * * * *

SINCEREST gratitude of the teachers of Alberta is not only due but forthcoming to those who so eloquently championed the cause of pensions for teachers in the Legislature itself, and, without in any way casting reflections on those members who voted against the resolution for submitting pensions to a committee of the House on the ground that it was not the proper method of approach and progress, we thank those members on the Government side of the House who abstained from voting. Although the Conservative group voted against the resolution, Mr. D. M. Duggan advocated the enactment of a Pensions Bill provided it did not mean increased taxation—which increased taxation he felt would not be necessary.

The Liberal and Labor groups voted solidly for the resolution and Mr. J. T. Shaw, leader of the Liberal party, made an impassioned plea for immediate action, backing it up with a masterly exposition of the arguments for teachers' pensions. He was followed by an incisive and eloquent appeal from Mr. C. L. Gibbs, the teacher representative in the Legislature. Mr. Webster, Liberal, Calgary, also strongly supported the resolution. Mr. Hector Lang, Liberal, Medicine Hat, apparently has made pensions for Alberta teachers his dearest cause at heart in the Legislature. His earnestness, enthusiasm and tenacity in promulgating this cause for the members of his late profession merits unstinted praise and thanks. He is responsible for precipitating the only debates on pensions—just two of them—that have ever "wasted" the time of the Provincial Legislature in session. Again, thanks!

→



BOYD H. BODE, Ph.D.

Professor of education at Ohio state university, who will be the principal speaker at the annual convention of the Alberta Educational Association, which will be held in Central United Church, Calgary, commencing on April 22.

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EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, Ph.D.

PUPIL ATTAINMENT IN DIVISION

THE test items on division that appeared in the December issue of this magazine are reproduced below and the data relating to these items are summarized in the report that follows:

TEST ITEMS

1. I have 45 pages in my story book to read yet. I can read 5 pages an hour. How long will it take me to read the remainder of the book?
2. I paid \$7.20 for 6 gallons of maple syrup. How much did I pay for each quart of syrup? (There are 4 quarts in 1 gallon.)
3. How many 5's are there in 45?
4. 6) \$7.20; 4) \$1.20.
5. Explain what "division" means.
6. When should you divide two numbers that you find in a problem?
7. Construct a problem with two numbers in it that should be divided to give the answer.
8. Finish the sentence in this problem so that you will have a question in division: "A man works 8 hours a day for 6 days, receiving \$4.80 a day. How much money.....?"
9. Would you divide to find the cost of several articles if you knew the cost of one?
10. Would you divide to find the number of weeks in any given number of days?

SUMMARY OF DATA

Solutions for Problem 1—	Percentage Frequency in Grades		
	II.	III.	IV.
Correct	17	40	72
Method correct. Error in computation or in interpretation	1	3	3
Data repeated	3	0	0
Data contradicted	7	0	0
New data added	0	0	3
No attempt	27	12	3
Result guessed	3	5	0
Method not evident. Wrong result	16	26	0
Analysis wrong	14	9	19
Personal attitude	12	5	0

Solutions for Problem 2—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	48	62	81
Relationships not seen	2	14	5
Analysis incomplete	22	16	10
Method not evident	13	6	2
Error in denominate numbers	2	0	0
No attempt	2	0	0
Method correct. Error in computation or in interpretation	1	2	1
Data contradicted	2	0	0
Nonsense	8	0	1

Solutions for Problem 3—	Percentage Frequency in Grades		
	II.	III.	IV.
Correct	48	84	97
Wrong	34	16	3
Not attempted	18	0	0

Solutions for Problem 4—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	86	88	96
Wrong	14	12	4

Solutions for Problem 5—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	11	16	46
Wrong process named. (To add, to make smaller, to take away, to multiply)	20	16	4
Division not explained. (You divide. You get the answer)	60	60	39
No attempt	9	8	6
Irrelevant	0	0	5

Solutions for Problem 6—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	11	11	13
Nonsense, Irrelevant	35	11	35
Not explained. (To get less, to divide, to get answer)	41	43	44
No attempt	7	24	5
Wrong process named. (To add, to subtract, to find a product)	6	11	3

Solutions for Problem 7—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	11	40	64
Mechanical sum instead of a problem given	25	0	9
Wrong process named	32	16	3
No problem stated. Only data or a solution offered.	22	24	23
No attempt	8	20	0
Nonsense	2	0	1

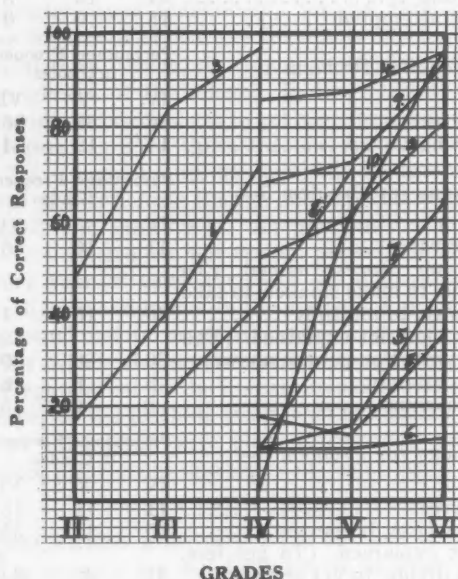
Solutions for Problem 8—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	18	14	35
Mechanical sum instead of problem	7	4	11
Wrong process named	9	32	13
Given data asked for	36	32	33
Given data contradicted	13	0	2
Nonsense, Irrelevant	8	4	1
No attempt	9	14	5

Solutions for Problem 9—	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	68	73	94
Wrong	29	19	6
No attempt	3	8	0

Solutions for Problem 10—

	Percentage Frequency in Grades		
	IV.	V.	VI.
Correct	52	61	96
Wrong	44	30	4
No attempt	4	9	0

The following graph gives a summary view of the percentage of correct responses to problems 1-10 in the various grades. Success with problem G, which will be referred to later, is shown on this same chart.



Graph showing success of various grades in answering problems 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and G.

INTERPRETATION OF DATA

It is evident from the graph that: (a) Problem scores are much lower than scores on mechanical sums; (b) Problem 2 is evidently a type that presents many difficulties for Grade IV., for the difference between scores on problems 2 and 4 is unusually large in this grade; (c) The progress lines for problems 9 and 10 show that these problems are answered with a high degree of success; and (d) Attainment is low on problems 5, 6, 7 and 8, which test understanding of process.

These particular pupils of the intermediate grades are better able to deal correctly with an application of division when it arises, than they are to begin with the notion of division as a process and then choose applications of the general principle. At the ages considered, pupils cannot talk about their mental processes. Probably they are not conscious of their methods of solving problems. Their procedure appears to be an unanalyzable whole.

Problem G, referred to above, is as follows: "You know how much 2 pencils cost, how can you find the cost of one pencil?" The graph pictures the age development of this simple generalization. The answer papers show that 55% of the Grade III. pupils answered this problem in a non-mathematical fashion. They adopted a personal attitude towards the problem content. They gave answers such as, "I would ask the man who sells the pencils." Only 3% of the Grade IV. or Grade V. pupils viewed the problem in this personal fashion. Six per cent of the

Grade III. pupils and 15% of the Grade IV. and V. pupils invent a concrete, particular case and solve it, rather than solve the general problem as presented. The personal attitude of the Grade III. pupils referred to above is revealed again in the following answers of pupils of Grades II. and III. to problem 1: "It will take me a day yet," "It will take about 20 minutes," "I could read it in a day and a night," and "It would take a month to read it."

Many difficulties arise because the pupil cannot or does not analyze the data given, and see the relationship between part and part. In problem 1 the following answers reveal much concerning the pupils' thoughts: "There are $45+5$, or 50 books," " $45-5=40$ hours," " $45-5=40$ pages," and " $45 \times 5=225$ minutes." From the answers to problem 2 the following examples are collected: "One quart costs $\$7.20 \div 6$," " $\$7.20 \div 4=\1.80 , $\$1.80 \times 6=\10.80 ," "1 quart costs $\$7.20 \times 6=\43.20 ," and " $\$7.20 \times 4$ for 1 quart."

There is much evidence indicating that pupils frequently respond to a given problem as if it were an unanalyzable entity. What the pupil does in the solution offered is not the result of reason. He is influenced by the effect of all past number experiences. As he would respond to some common object of the environment, so he responds to the problem. He does not analyze objects about him when he wishes to use them; he appears to deal with number problems in the same manner. Sometimes the method of attack upon the problem is correct and the pupil obtains the correct answer; often the items, numbers, words, phrases which influenced the pupil in his response were not the essential elements, and the pupil does not succeed in solving the problem. Problem solving appears to depend very much upon habit. The trouble at present is that the pupils' habits are inflexible. Is it possible to equip the child with flexible habits that will aid him in solving problems where the various items do not always appear in the same unchanging relations?

ELECTION OF PROVINCIAL EXECUTIVE OF THE A.T.A. FOR THE YEAR, EASTER, 1930-31

The following offices on the Provincial Executive have been filled by acclamation:

President—R. D. Webb, Calgary (only nominee).

Geographic Representatives—

Calgary City, M. W. Brock.
Edmonton City, G. A. Clayton.
Central Alberta, J. F. Swan, Red Deer.
S.E. Alberta, A. J. Heywood, Drumheller.

Elections will take place for the positions listed below:

Vice-president—

Miss E. C. Barclay, Calgary.
C. O. Hicks, Edmonton.
J. Steele Smith, Acme.
J. W. Verge, Calgary.
Geo. Watson, Coaldale.

Geographic Representative for Northern Alberta—

C. D. Denney, Edson.
Michael D. Meade, Edward.

Geographic Representative for S.W. Alberta—

Miss O. V. Haw, Lethbridge; W. L. Irvine, Vulcan;
H. F. Robins, Okotoks; Munroe Macleod, Canmore.

CANDIDATES' PLATFORMS

Fellow Members of the A.T.A.:

I have been asked to run as a representative from South-west Alberta. Should I be favored with the confidence of my fellow teachers I shall at all times endeavor to work in the best interests of all the teachers in all the schools of the Province and of the Alberta Teachers' Alliance, more particularly.

1. I shall endeavor to obtain more correlation between the members of the city and small town locals, and thus increase the membership of the latter.

2. Hitherto we have been unable to secure pensions. It would be my purpose to continue the efforts that have been already made.

3. Many small-town schools have no regular salary schedule. Something definite should be done along this line.

4. Every small town should have a suitable residence for at least the principal. In this way much greater security of tenure would be secured.

Thanking you in anticipation of your vote, I am,
Yours faithfully,

MUNROE MACLEOD, Principal, Canmore S.D.

Fellow Members:

In accepting nomination for District Representative for Northern Alberta, perhaps I should state a few of my mental reactions at the present time.

1. It is sincerely to be hoped that in every district there will be several nominations so that the electorate may have a real opportunity to choose.

2. At the present time we are in the greatest need of the very best representatives that the teaching body can put forward.

3. I believe that teachers are the salt of the earth. True, some of them at present may not be very good salt, but—

4. The teachers' organization should strive persistently for the improvement, both academically and professionally, of its membership, so that in whatever community he or she may be there will be no citizen of any other profession or work who can have the audacity to face the teacher in argument over the teacher's own work.

5. The teacher should conduct himself or herself always with sufficient dignity and decorum so that the office of teacher will be highly honored by both child and adult.

6. We must continue to press vigorously for a pension scheme that will enable teachers to look forward to old age without misgiving.

7. It doesn't matter who or what the public servant, may be, he should have as his right the opportunity to defend himself before an impartial and competent tribunal before the public authority under which he works may be empowered to dismiss him.

8. I believe sincerely that the teachers as a body, united and determined, should insist on their views being given proper and fitting consideration in the framing of educational legislation and that they should use every means in their power to obtain such consideration when it is not freely given.

If the teachers of Northern Alberta elect me to the executive of the A.T.A. I shall do my best to represent them well; but I would like to point out again that at this time we need the very best men in the profession to show the way.

Yours fraternally, CHAS. D. DENNEY.



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MAY OUTLINES

Outlines for Grades II. to VII. Inclusive, by Courtesy of the Calgary School Board

GRADE I.—

ARITHMETIC

- (a) Finish combinations and separations to "11."
- (b) Use of one-half in connection with even numbers, and of one-quarter of 4 and 8.

READING AND LITERATURE

One supplementary Reader.

ELEMENTARY SCIENCE

- (a) The unfolding of buds from twigs placed in water in classrooms; balm of Gilead, poplar, Manitoba maple, early spring flowers—e.g., pasque flower, coltfoot, violet, buckbean.
- (b) Plant seeds in pots in school-room to observe the mystery of growing plants.
- (c) The young birds and how they quickly learn to take care of themselves.
- (d) The aquarium with some plant life to keep the water sweet, with tadpoles, little fish, snails, caddis larvae; observations on life in the aquarium and in sloughs and out of doors.
- (e) A jar containing wrigglers to watch changing into mosquitoes.

ART

Curtain and table-cover problems.

LANGUAGE, GRAMMAR AND COMPOSITION

See April Outline.

GRADE II.—

LITERATURE

- (a) Reading—
 - (1) The Months.
 - (2) The Raindrop.
 - (3) Over in the Meadow.
 - (4) The Rainbow Bridge.
 - (5) The Two Kittens.
 - (6) Supplementary Reader.
- (b) Literature and Memorization—
 - (1) The Daisies.
 - (2) The Brown Thrush.
 - (3) Marching Song.
- (c) Stories for Telling—
 - (1) Daniel in the Den of Lions.
 - (2) Queen Victoria.

COMPOSITION

Oral Topics—

- (a) Our Garden.
- Our Early Flowers.
- Arbor Day.
- May Day.

- (b) Teach can't, won't, don't, wouldn't, couldn't, shouldn't. Review correct form of could have, have to, and ought to.
- (c) Teach Opposites: big, little; hot, cold; long, short; white, black; good, bad; light, dark; night, day; clean, dirty; soft, hard; back, front, etc.

ARITHMETIC

May and June—

Complete review of all work, stressing points found difficult by the class.

Three-column addition may be taught. (The adding of money lends variety).

Frequent use of simple problems requiring a written statement as answer is advisable.

Try to increase the speed in adding in so far as this is possible without detracting from the accuracy.

When reviewing $\frac{1}{4}$ teach $\frac{1}{4}$ of 12 (in connection with $\frac{1}{4}$ of a foot and $\frac{1}{4}$ of a dozen), $\frac{1}{4}$ of 60 (in connection with $\frac{1}{4}$ of an hour), $\frac{1}{4}$ of 100 (in connection with $\frac{1}{4}$ of a dollar). Leave $\frac{1}{4}$ of other numbers to be taught in Grade III. (in connection with 4 times tables).

NATURE STUDY

Animals—

Beaver and coyote.

Plants—

Change in color of trees.

Dandelion, buffalo bean, violets, shooting stars.

Birds—

Woodpeckers—Red-headed, Downy, Flicker.

Blackbirds—Red-winged blackbird.

Meadow Lark.

Swallow—Barn Swallow, Bank Swallow.

CITIZENSHIP

First Week—Longer evenings—outdoor play. Special talks on safety first. Need of policeman—reasons for obeying his orders. Dramatization of situations showing disorder resulting from non-compliance with rules and regulations.

Second Week—Helping at Home Week. Helping to get garden ready. Preparation, planting and care of own little garden. Helping mother in all ways possible.

Third Week—Outdoor Week. Review care of boulevards and public parks, especially at the growing season. Building of bird houses. Care of birds' nests and eggs, etc. Conduct on swings, slides, etc., provided in the parks. Empire and Victoria Day celebrations.

Fourth Week—Saving Week. Saving of coppers. Care of clothes. Cleaning shoes to help preserve leather as well as to aid appearance. Hanging clothes up to aid in wear and appearance. Saving of flowers and birds, etc.

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Edmonton Will Find it Advantageous to
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They are faultlessly tailored of all-wool plain and novelty tweeds in all the new shades and mixtures. Come with and without belts. Beautifully lined with brocaded rayon. Sizes 14 to 44.
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They come with slightly fitted single and double-breasted jackets in hip and finger tip lengths with rolling tuxedo and plain tailored notch collars. Skirts are longer and higher waisted.

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GRADE III.—**READING AND LITERATURE****Silent—**

Florence Nightingale.
Library Books.

Oral—

A Nest in a Pocket.
How the Indians got the Corn.
At the Zoo.

Story Telling—

The Golden Touch.
Pandora's Box.

Memory—

Selections from Joseph and his Brethren.
The Wonderful Fishing of Peterkin Spray.

Dramatization—

Own Selections.

COMPOSITION

(a) **Oral**—A Trip in an Auto; A Hike; The First Dandelion; If I were a Fairy; A Visit to the Zoo; What I saw in Woolworth's; Finishing a half-told story.

(b) **Formal**—Review there, their; here, hear; to, too, two; and teach sit, sat, set; rise, rose, raise; lie, lay; don't, doesn't.

(c) **Vocabulary Building**—General Review.

SPELLING

May and June; Review.

CITIZENSHIP**Arbor Day—Clean Up:**

(a) **Yards**—gardening—care of boulevards, etc.

(b) **Appreciation of Public Parks**—Keeping Parks, streets and recreation grounds clean—waste paper.

(c) **Empire Day**—Patriotism.
Victoria Day—Birthday.

(d) Stories:

1. The Little Acorn (Emerald Story Book).
2. Laura Secord.
3. The Story of Proserpina.
4. The Boy who Discovered Spring (Emerald Story Book, by Ada M. Skinner).

ARITHMETIC**May and June—**

Review the simple operations, using every possible variety in form or wording of questions.

Problem work should form a large part of the work of these months, though it should be a daily part of each day's work throughout the year.

NATURE STUDY

Encourage child to make first hand observation of habitat of plants, arrangement of parts of flowers.

Pussy-willows—note flowers before leaves to facilitate pollination by wind.

See "Fly-Aways and Other Seed Travellers" at Public Library.

HYGIENE

First Aid—Care of Cuts, Burns, Bruises, etc.

GRADE IV.—**LITERATURE****Silent Reading—**

The Pot of Gold.
A Legend of Athlney.

Oral Reading—

Jackanapes.
The First English Singer.

Literature—

The Sun in the Woods.
Arachne.
The Unknown Painter.

Memory Work—

The Clouds.
Spring Song.

Story—

Orpheus and Eurydice.

SPELLING

Review Term's Work.
Memory Work Spelling.

ARITHMETIC**May and June—**

Review all the work of the year and stress weak points when found. Familiarize the children with such terms as addend, sum, minuend, subtrahend, difference, multiplication, multiplier, multiplicand, product, divisor, dividend, quotient, remainder, without definitions of these forms.

GEOGRAPHY**May and June—**

Detailed study of: Pineapples, olives.
General review of the year's work.

CITIZENSHIP

Self-control—In food, in speech, in thought, in action.
Empire Day—(a) Patriotism.

(b) **Loyalty**—to school, to city, to Empire.

Early Days in Alberta.

HYGIENE

Safety First—Choosing safe place to play; crossing streets or railway tracks; danger from matches, bonfires, hot ashes, hanging wires; getting on and off street cars; care of a scratch, cut, bruise or burn.

NATURE STUDY**May and June—**

Detailed insect study as per Course of Study.

Wild Flower Recognition—E.g.: Shooting Star, Vetches, Bed Straw, Wild Columbine, Red Lily, Prairie Pink, Prairie Rose, etc.

Garden Flower Recognition—E.g.: Lilac, Poppy, Iris, Peony, Delphinium, Columbine, Bleeding Heart, etc.

Perhaps one lesson per month on seasonal changes re occupations of people, streams, plant and animal life of community.

N.B.—Teachers are warned not to confuse Recognition Study and Detailed Study.

GRADE V.—**LITERATURE****Oral Reading—**

Psalm of David.

Memory Work—

Psalm of David.

Silent Reading—

The Loss of the Brig.

Literature—

The Song of the Brook.

Story Telling—

The Flying Dutchman.

GEOGRAPHY

1. Lakes of Alberta and their value.

2. From Edmonton to Peace River and Grande Prairie by Railway.

3. C.N.R. from Calgary to Drumheller, to Camrose, to Edmonton.

4. Climate—People.

CITIZENSHIP

Stories of surveying for C.P.R. main line, and of the building of it. Stories of the Royal North-West Mounted Police in the early days and in later times.

PHYSIOLOGY**Foods:**

1. Foods—Carbohydrates.
2. Foods—Minerals.
3. Importance of coarse foods and water.
4. Care of foods.

SPELLING

Review term's work.

Words from other subjects.

OTHER SUBJECTS

Review.

GRADE VI.—**LITERATURE**

Torch of Life.

Lochinvar.

Memorization—

Choice of: The River.
Famous Men.
Recessional.



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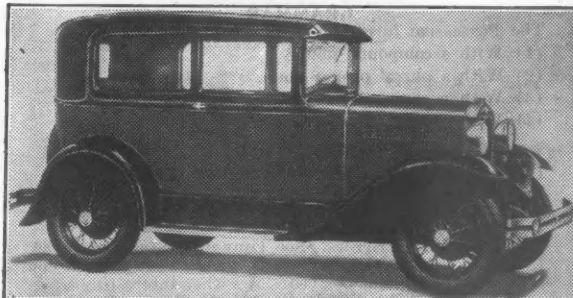
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Oral Reading—

Review Difficult Lessons.

Silent Reading—

Pioneer's Wife.

Story Telling—

The Cid.

GRAMMAR

- (a) Completion of the Predicate—Suggested exercises:
 (1) Complete the predicate of sentences.
 (2) Underlining the completions of predicates.
- (b) Review.

COMPOSITION**May and June—**

- (a) Thorough review of course.
 (b) Encourage imagination in original stories.

NATURE STUDY

1. Two insects: Butterflies and Moths, House-Fly, Grass-hopper.
 2. One spring flower: Crocus, Catkins.

HISTORY

Western Canada explored.
 Fur traders and other adventurous spirits.
 Rare feats of daring and endurance.
 Co-operation with the Red Man.
 The Indian guide indispensable.

In exploration as in the fur trade the White Man and the Red linked hands—Radisson and Groseillers, Verendrye, Hearne, MacKenzie and Fraser. These on foot and by canoe (the Indians' contribution), traversed the vast stretches of prairie, woodland and mountain—great stalwarts of our land.

With equal courage and perhaps a finer, nobler spirit, our pioneers of to-day go forth finding pathways through the air, discovering, exploring, succoring the sick, bringing aid to the distressed.

GEOGRAPHY

South America.

OTHER SUBJECTS

Review.

GRADE VII.—**LITERATURE****May—****Literature—**

Review first term.

Oral Reading—

Selections from Shakespeare.

Silent Reading—

Review first term.

Memory Work—

Kew in Lilac Time.

Review first term.

GRAMMAR

The Possessive forms—

- (1) With a compound noun.
 (2) With a plural proper noun.
 (3) With a compound subject or object.
 (4) With double possessive.

COMPOSITION

1. Business Letters, E.g.: Application for a position.
 Review other types.
2. Discussion of model sentences and paragraphs from general reading.
3. Correction of Errors. See Course of Study, page 80.
 Note: The correction work should be carried on throughout the year. A rather interesting booklet, "The King's English Drill," by Rosamond M. Archibald, provides some novel exercises for this purpose.

HISTORY

Later immigration and settlement.

- (a) Immigrants from various countries.
 (b) The Great West—(1) Hudson's Bay Company.
 (2) Selkirk.
 (3) Gold Rush of 1856, B.C.
 (4) Confederation.
 (5) The C.P.R.
 (6) Saskatchewan Rebellion.
 (7) Grand Trunk and Canadian Northern Railways.

PHYSIOLOGY

Review work of previous grades. Allow one week for each of the following systems:

- (a) Digestive System.
 (b) Excretory System.
 (c) Circulatory System.
 (d) Respiratory System.

GEOGRAPHY**May 15th to End of May—**

Trade routes, ports of call, cargoes.

SPELLING

- (a) Complete supplementary words—28.
 (b) New words from other subjects.

GRADE VIII.—**ARITHMETIC**

1. Problems in all topics of the year.
 2. Perfect rapid calculation.
 3. Find and drill on difficult procedure like Comp. Int.

LANGUAGE

See April.

ART

- Review principles of (a) Poster design.
 (b) Perspective.
 (c) Color theory.
 (d) Lettering.

Finish assigned pictures.

ALL OTHER SUBJECTS

Review.

Correspondence

CORRESPONDENCE WITH AUSTRALIAN SCHOOL CHILDREN

In response to a request from us, Miss Muriel Steele has kindly written stating briefly a little more about her correspondence with the Australian schools. We reprint her letter here:

"Dear Fellow Workers:

"This winter, through a request of mine published in the *Education Gazette*, Victoria, Australia, a number of interesting letters arrived for both myself and my pupils, from other schools in that distant land. Some sent snapshots, pictures, school papers, etc., while others merely wrote asking for an exchange of correspondence. One teacher even offered a prize for the best essay on 'Australia,' written by one of my pupils.

"Needless to say, we have been very busily engaged in writing letters, paragraphs, essays, and in collecting pictures for our cousins across the sea. The children have shown great interest in the task with the result that their work has reached a higher standard than before. All from grade five to grade nine are anxious to try for the prize offered by the Australian teacher. Geographies and Encyclopedias are being consulted with care. It will take some time to complete the work involved, but practically all phases of composition training will be given practice, as well as benefit accruing from correlation with other subjects.

"We received so many letters that it was impossible to answer them all. Accordingly, I have forwarded all extra names and addresses to this magazine, with the hope that some other teacher will find interesting material for composition class.

"Yours sincerely,

"MURIEL STEELE."

We shall be very pleased, indeed, to report from time to time any of your experiences in this kind of activity, and to make this department of the magazine a means for exchange of addresses, etc. May we repeat the hope expressed last month, that very many teachers will avail themselves of this very fine opportunity for motivated classroom work.

COLOR THEORY

Miss S. T. of Alix writes asking for references as to information regarding color theory. We believe that good treatment of the subject is to be found in Lemos' Applied

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DENTAL SURGEON

New Address—

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"I saw your name in the A.T.A."

Art, which should be in possession of all schools, in "Art Grades VII. and VIII.," by R. W. Hedley, of Edmonton Normal Staff (\$1.00 at Western Canada Institute, Mackie Block, Calgary), and in the Art I. Manual issued by the Institute of Applied Arts (Magee Bldg., Edmonton). For immediate help we are printing a brief statement of the main aspects of color teaching in this issue.

The T. H. D. will be somewhat shorter than usual this month, owing partly to heavy pressure of other work, and partly to the extra bulk of last month's material.

MIDDLE SCHOOL COMPOSITION

We are very pleased to include this month a helpful paper on "Middle School Composition" by Miss Esther G. Harrop, of Hollyburn, B.C. Requests for help in this phase of school work are the most frequent of all, and we believe that Miss Harrop has valuable ideas. We take this opportunity of tendering her our thanks.

MEMORY SELECTIONS—"THE BROOK"

The question has been asked: "What memory assignments should be made from 'The Brook'?" The Departmental regulations do not specify this. The Grade VIII. examinations do not offer any options within a selection usually, so that it is a hit-or-miss chance whether the teacher has made the right selection in a long poem like "The Brook." Really, you should lead the children to appreciate the poem, and then decide with them which is the portion best worth learning. Personally, I like best as a piece of fine art the passage on page 356: "I slip, I slide . . . All are gone." I like the antithesis: the shallow, murmuring brook alone is permanent. Human creatures with their lofty dreams (Edmund), their incessant talk (Philip), their beauty (Katie) are creatures of time, evanescent.

I like also, the quick change of the music, from the lilt of the brook with its skipping last line, to the slow, sober speech of the lonely man from India. That speech is about as rich in content as any dozen lines anywhere. "P.W." What an ironical epitaph for a man whose life was one interminable tongue-clatter! And how quickly the poet disposes of him! "The long wash of Australasian seas"—try European there, and see if "long wash" makes any sense. No, it is the unbroken, sweeping lines of the Southern continent that we picture—as though an ocean swell might roll in and break in one white line along three thousand miles of shore.

But I didn't intend to rhapsodize about "The Brook." All I meant to say was that you can only guess what may be required in the Departmental examination; and that you had better choose whatever appeals most to your sense of the beautiful.

Classroom Hints

BOOKS FOR TEACHER'S DESK

We spent two hours the other day hunting through the shelves of the School Books Branch of the Department, just south-east of the Parliament Building. As a result of our labor we are able to give our strong recommendation to the following books for teachers' use. The prices include the postal charges:

CITIZENSHIP

Stories Children Need. Bailey. Many stories well selected, \$1.65.

The Hall of Heroes, 65c.

The Pansy Patch, 28 stories. Beginners, 65c.

The Magic Garden, 30 stories. A little more mature, 65c.

NATURE STUDY

(All Elementary Grades)

Mother Nature's Children. Gould, 95c.

Eyes and No Eyes. (English text with English viewpoint, but good), \$1.50.

First Lessons in Nature Study. (About 100 topics), \$1.25.

Handbook of Nature Studies. Comstock, \$4.50. This is expensive but wonderful. Its 920 pp. contain full treatment of about 320 topics. It is the book for a purposeful teacher who wants to solve his Nature Study problems once for all.

HISTORY

In Pioneer Days. (Canadian Early Days). Dickie, 95c.

Romance of the Prairie Provinces. Burt, \$1.10. Dr. Burt (U. of Alberta) here gives us a very interesting and coherent account of early adventure in the West, supplying material which most of us find difficulty in obtaining.

Remember Miss Dickie's other Canadian history readers, of which mention has been made in previous magazines; also Grant's History of Canada (90c), which is very valuable for the general study of Canadian History.

PRIMARY SEATWORK

Seatwork for the Primary Grades. Fisher and Wright (Calgary Primary Specialists), complete with a set of charts to give reading seatwork, etc., 65c.

Seatwork and Industrial Occupation (strong on paper construction and art), \$1.15.

COMPOSITION

Modern Practice in the Teaching of Composition. Dickie, \$1.40.

Speaking and Writing English. Sheridan, \$1.25.

Sheridan Book 1 (Suggestions for Grade III.), 90c.

The first two are useful for all P.S. grades.

DRAMATIZATION

Little Dramas (a large number of good pieces for very young children. The only thing of the kind in stock), 65c.

HYGIENE

A journey to Health Land. (20 talks to little folks), 80c.

The Most Wonderful House. (20 talks to little folks), \$1.00.

The purchase of good books for your desk will do more than any occasional items we can print at odd times in the T.H.D. We can confidently recommend those listed above.

A word in regard to junior citizenship stories. It is not necessary that such stories should have a moral sticking out of them "like a sore thumb." In fact, it is better that the story should make its own appeal without any formal teaching or pointing out of the "lesson of the story" at all.

Remember that the Readers contain many stories of a fine ethical tone; there is no reason whatever why you should not earmark these for Citizenship periods instead of leaving them in the reading course.

IS THERE INTELLIGENCE IN THE LOWER ANIMALS?

Middle Grades

Reading in McDougall's Outline of Psychology yesterday we came upon two or three delightful little anecdotes adduced for the purpose of showing that the lower animals' instincts are more than mere blind "behavior patterns" which they follow because they cannot help it. We offer them here as a little increase to your store of nature knowledge and junior composition topics.

"It has long been common knowledge that an earthworm, when about to draw a leaf into its burrow, will seize it by the narrower end." Experiment was made with pieces of paper of various shapes, and it was shown that an earthworm, whose sense organs and nervous system are so simple, will explore the piece of paper which it is about to draw into its burrow, and will generally seize it by the most suitable corner for its purpose. Thus, if the paper be a triangle with one corner much more acute than the other two, the worm will seize it by this corner.

The digger-wasp and the cutworm. The digger-wasp may be observed first to dig in the ground a worm-like burrow an inch or so long. Then she explores the neighborhood over a considerable area, some hundreds of yards in extent, until a cutworm is found. The wasp stings the worm often enough and in the right places to paralyze without killing it. Then she does an interesting thing. She flies above the worm in a triangle or quadrilateral route several times, and if we observe closely we shall see at each corner of the route some little landmark, such as a dead leaf, a worm-cast or a bit of stick. Then the wasp flies away back to her little burrow. (That is rather important, is it not, since the wasp came to the cutworm by a wandering irregular route). Presently she is back again and we see her "pick up" one corner of her triangular or quadrilateral route and fly round several times until she remembers her location; then she is able to dart in and find her cutworm. She knows her way directly to the burrow now, and she drags the victim back to it. When she has tucked it into the burrow she lays an egg on it, after which she fills in the mouth of the hole with the excavated soil and tamps it down with her feet. (One observer

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reports seeing the wasp seize a very tiny pebble in her jaws and tamp the soil down with that!) So much for the wasp. The egg hatches out into a larva. The larva sucks its food from the still-living but paralyzed cutworm until full-grown. Then it makes one good meal of the rest of the victim, shrouds itself in a pupa and there stays until its metamorphosis is complete and it digs its way out as another wasp.

Behavior of Chimpanzees.—McDougall quotes another scientist as writing thus of a sick chimpanzee and an older female (not his mother): "One day, when he seemed rather better, the young one was allowed again into the open place where the others were eating green stuff. With difficulty he crawled towards them, and after a few steps he collapsed on the ground with a piercing cry of distress. The big female was sitting chewing, a little to one side. She sprang up; all her hair stood out with excitement; with a couple of great bounds she sprang to her side, her face all anxiety, her mouth distressfully pouting, and uttering cries of sorrow. She seized the little one under the arms and labored strenuously to lift him up." . . . Isn't it too bad the story is not finished? Could you assign the completion of it as a composition exercise? . . . The same writer tells of a little chimpanzee called by him "Consul." When some animal was being punished (for tormenting some other, or disturbing others while feeding) "the feeble little 'Consul' would come hurrying up and, in the way in which all young chimpanzees express all urgent wishes, would lift up one arm to the attacker with beseeching mien; if one still did not release the chimpanzee undergoing punishment, he would try to hold one's arm with all his strength, and finally would begin with angry gestures to beat the big human."

To these little incidents may be added two that we read of some years ago—probably connected with the same scientist. He wanted to see how near the chimpanzee could come to real thinking, if driven by hunger. So he imprisoned one in a cage, and placed well out of his reach on the ground outside a tempting piece of food. Within reach he dropped two sticks made to connect end to end like the sections of a curtain rod. The animal tried to draw in the food with one stick, then with the other—but in vain. He fussed and fretted, and grew hungrier. Finally, he began to "fool around" with both the sticks, until he at last had them connected. Then his attention reverted to the food, and he quite easily drew it within reach.

Another of them was confined in a cage. A box was left in one corner, and a piece of meat was suspended out of reach over on the other side. The chimpanzee, after a lot of scolding and grumbling, noticed the box, considered it intently, and carried it over to where the meat was. Standing on it, he was easily able to satisfy his hunger. Then the keeper tried him with a harder one. The next meal was placed still higher, and two boxes were left in different parts of the cage. Mr. Chimp tried the plan which had succeeded the first time, but the food was too high. What to do now? There was another box in the corner yonder—would he use it? No, he did not see just how that would help him. Instead, he took the first box, and set it a foot or so from the ground. Apparently he expected it to remain there so that he could climb on it; and he was very angry indeed when it persisted in falling to the ground. But how was poor Chimp to know anything about Isaac Newton and his law? He never discovered for himself how to make two boxes serve where one would not.

When speaking of insects we omitted to mention the Yucca moths. They emerge from the chrysalis cases just when the Yucca flowers come into bloom—each flower for one night only. The moth flies to one flower and gathers from its anther the pollen, which she works into a little round pellet and carries away in her strong palps. Then she flies to another flower. Alighting on it, she pushes her sharp ovipositor into the base of the pistil where the seeds will presently grow, and lays her eggs there. Then, to make sure that the seeds do grow, she pushes her pollen-ball firmly into the funnel-like opening of the stigma of the flower. So that, within an hour or two of coming out into the world, the Yucca moth has found the one right place for her eggs (for the larvae feed on the Yucca seeds), has laid the eggs, and has made sure that the flower is fertilized so that the seeds will grow.

We cannot go into the deep question of whether the moth knows what it is doing and why; we merely give this as a good example of wonderful things in nature.

COLOR THEORY IN BRIEF FORM

The primary colors are red, yellow and green. Add to these white and black, and we have all the necessary colors for producing whatever colors we need.

Fortunately for our eyes and nerves, most of the world about us is not dressed in primary colors.

The secondary colors are orange, violet and green. We may show the P. and S. colors on a circle with capital and small letters thus, R, v, B, g, Y, o. Then we can place on the color-circle such colors as red-orange, blue-green, red-violet. If you have an old Eaton catalogue handy, it would be quite helpful and interesting to have the children work in consultation to select a continuous series of colors from pure bright red round the color-circle through blue and yellow to red-red-orange. This will help them to understand the circular classification of colors.

However, if you have them thoroughly familiar with the series—R, r-v, v, b-v, B, b-g, g, y-g, Y, y-o, o, r-o, R—you will have ample color to work with. Insist that the pupils learn to place these quite accurately in the clock number positions, as it will then be very easy for them to make color scheme selections.

Complementary Colors.—Try this on yourself: select a bright red book cover or card, look at it steadily for 40 seconds, then look off at a grey wall or cream ceiling. If you are normal, you will see a rectangular patch of a bright green color, which will persist for quite a little time. Look at a green card, and the after-image will be red. Look at an orange card, and the after-image will be blue; at a yellow-green card and the after-image will be red-violet. Without going into the physics or physiology of the matter, we may say that the human eye gets far greater satisfaction from a color when its complementary color is visible along with it. A green lawn becomes far more lovely when it has a border of red flowers. The pansy is beautiful because its mauve and yellow enhance each other. A blue dress may well be adorned with a trimming of yellow; a bowl of oranges will be wonderfully decorative on a blue table spread. These color-combinations achieve brilliancy without clashing. How to select them? Simply take any two colors which are directly opposite on the color circle.

Split-Complementary Colors.—When you require a three-color scheme with a brilliant effect, this is the one to use. If green is the dominant color, carry your pencil across the circle, but before coming to red, branch to right and left so as to select red-orange and red-violet. Then g, r-o and r-v is your split-complementary scheme. All other split-complementaries can be selected in the same way.

Analogous Scheme.—Three adjacent colors on the circle would make a typical analogous scheme. Blue-green, green and yellow-green would make a good dressing scheme for a "red-headed" girl. A winter landscape could be well expressed in white, blue-green, blue and blue-violet. The scheme is analogous as long as one primary color dominates throughout.

Don't confuse it with the *Monochromatic* scheme. In this, the diversity is obtained by taking one color and greying or whitening it to different shades and tints. Thus a lake scene may be colored—foreground land middle blue, water low-light blue, hills behind middle blue-grey, sky high-dark blue. That would be monochromatic.

Now for the manipulation of color. Harold H. Brown (Applied Drawing) has this excellent paragraph:

In order to use colors harmoniously we must follow nature's methods. Nature's colors are usually greyed or dulled and we seldom find a pure or brilliant color covering a large surface. Although we are sometimes impressed by very bright colors in nature it will be found that they are used for very short periods of time or in small areas compared to those which are dull or grey. The rule is then to use colors which are softened . . . by mixture with grey or with their opposite colors. If a bright color is used it should cover a smaller area than that of a dull color in the same picture or design. The brighter a color the smaller the surface it should cover. A very pure or brilliant color should cover a very small surface, sometimes appearing merely as small spots or points. A large area of a dull color will balance a small area of bright color.

In that connection I remember the great satisfaction obtained by pupils of mine who traced three identical landscapes, then proceeded as follows:

1. Used a split-complementary scheme according to their own judgment.
2. Thinned out their paints considerably for the second picture.
3. Selected small areas for bright coloring in the third, and greyed the remaining colors.

They were quick to realize that they were getting closer to real beauty with each attempt.



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Also, if another reminiscence may be pardoned, I remember the shock which a Grade X. girl had when I brought in a brick and laid it on her painted picture of a brick house. She was simply aghast at the grossness and ugliness of her conception of what brick-red is. When she had repeated the exercise and caught the real thing, she very soon found its coloring rich enough, by the simple expedient of painting in slightly greyed green trees beside it.

What about color-interpretation? Roughly we may say that colors in the blue and green region of the circle are "cool" colors, and that their effect upon the nerves is restful and soothing. (Azure sky and green grass dominate the world we live in). Colors in the red and yellow regions of the circle are "warm" colors, and their effect upon the nerves is stimulating.

We counteract the sense of bustle and heat in the kitchen as much as possible by pale blue (very pale) wall finishing. The tile-effect is soothing, too, because horizontal rectangular designs look still and quiet and not as though they were going to climb up in spirals or hop here and there.

In the dining room we want a social atmosphere and a feeling of good welcome. So there we have warm colors, colors that rouse the nervous system and put the mind into a genial glow. Rich brown and rose, buff and orange are colors for such a room, with small objects in the complementary colors to enhance the effect.

A room which is intended for reposeful afternoons may well be in the cooler colors with restful wall designs such as panels (which have the same general merit as the tiles in the kitchen). Pale green and blue tints varied with greys, and a "quiet" carpet or rug seem to be the right thing there.

For bedrooms the same idea holds good. Cool, sedative colors; no rambling, hop-skip designs on the walls to tantalize a person who may be laid up sick there. By the way, the matter of interior color decoration received great attention in wartime, when thousands of shattered-nerve cases had to be cured. It was found that a very pale bluish green color was a little bit the best for walls—just a flat kalsomine, no designs.

This warm-cold distinction in coloring has an important bearing on poster designing. What colors would you employ on a poster designed to attract northern people to spend the winter at Palm Beach, Florida? Warm colors, of course, with a dash of green to make them warmer. Conversely, how would you design a poster to lure people from Broadway or Jasper Avenue in the grilling July days? Every poster should be studied to determine the feeling that you wish to arouse by it. I remember getting an utterly false effect with a travel poster of India, having as illustration the Taj Mahal, in white, red and green. The thing looked like a Christmas card, and one almost listened for the sleigh bells!

DEVICES FOR ENGLISH COMPOSITION

By Miss E. G. Harrop, B.C. Teacher

Since English Composition presents so much difficulty in the matter of teaching it, and since many of our text books do not offer any really practical suggestions, I should like to send an account of some of my own devices in this subject. These suggestions may appeal to teachers in charge of the grades from VI. to IX. more than they will appeal to others, because I have used them mostly in grades IX. and X.

We must lay the foundations early for the three basic principles of Unity, Coherence and Emphasis. But obviously these names cannot be used in Grade VI. nor yet in Grade VII. And withal the work must be made so interesting that the student's enthusiasm is aroused. I substituted "one-ness" for the term Unity; and "composition hooks and eyes" for "explicit reference" words, upon which coherence depends. Emphasis I did not touch upon especially since emphasis will come more or less of itself if the other two principles are learned.

The pupils will readily see the meaning of the word "one-ness." Then all students know the duty of the common hook and eye, and it is not difficult to make them see that in composition, words and phrases may perform the same duty. At this point I combine grammar and composition exercises to show the class what the real work of a conjunction may be. Pronouns that refer to nouns in the same sentence may be used as examples of the "hook and eye." After a lesson like this I set the pupils to examine a piece of prose from their readers or composition texts so that they might find these "hooks and eyes" for themselves. Sometimes the pupils can be encouraged to make a list of these words so that they can use them in sentences which they can compose for themselves. It has been truly said that imitation is one of the strongest factors in the development of writing habits.

I found that many of my students lacked an adequate vocabulary of adjectives suitable for certain nouns, so I tried the following device: I drew a large circle on the blackboard and divided the circumference at twelve points. In the centre I wrote a noun, e.g., "house." At the command "Go!" the class copied the drawing and wrote at each of the divisional points an adjective which would describe house. The pupil who finished first with the best list was permitted to suggest the next name. I found my students keenly interested in hunting for new adjectives so that they might have a chance at giving the new noun.

A variation from this exercise may be arranged as follows: Make a list of adjectives and ask the students to write synonyms, antonyms or homonyms for these. Select one adjective from the list, e.g., "white." Ask the pupils to put it with some noun that furnishes a geographical situation and use this combination in a sentence.

White House—

"The White House is in Washington."

White Pass—

"The White Pass is in Alaska."

Another exercise in vocabulary which I tried was the suggestion to the pupils that they take the name of one of the seasons and make four lists of words relating to that name. Take the name "Spring." Write a list of the names (nouns) of things to be found in spring; write a list of adjectives that suggest sounds to be heard in spring; write a list of verbs (action words) that show the operations of spring time; write a list of colors that belong to spring. From these lists compose four or five or more continuous sentences about spring. At the beginning avoid calling these continuous sentences paragraphs. After a little practice in this work, suggest that the students write a short sentence that introduces or opens the subject of these continuous sentences, and almost before a teacher is aware of it, his class will be writing paragraphs with proper topic sentences.

In narrative composition a class must see that the events must follow one another in proper sequence. Begin a lesson of this kind by asking the pupils to pretend that they are architects. On a given sheet of foolscap, each one is to draw the plan for a five-room bungalow. The plan must show a front porch and a back porch. Each pupil may draw whatever kind of shape he likes, but he is told that this house is rather peculiar in one respect. When he enters it from the front porch he is not allowed to retrace his steps even so slightly, to go through a room more than once, yet he must go through every single room in the bungalow before he goes out on the back porch.

Now relate the exercise to an outline of any story that can be told in seven parts, e.g., "The Ancient Mariner."

Front porch—Setting out on the journey: the crime.

Hall—The calm.

Parlor—Appearance of spectre ship.

Den—Punishment begins.

Dining room—Punishment continues.

Kitchen—Heavenly ghosts appear.

Back porch—Return home: expiation for crime.

Any other story will do, and, of course, a story with fewer divisions will call for a plan with fewer rooms.

The same drawing may be used later to continue the work begun previously about paragraph structure. Let the rooms represent sentences and the connecting doorways represent the words of explicit reference between the sentences. The work will be more interesting if the students themselves actually write the sentences in the room spaces and the connecting words in the door spaces. Then again this device may be used to introduce the technical term "plan," which to so many pupils is a vague and indefinite thing.

Hand in hand with these other paragraph difficulties is that of securing from students an adequate closing or summarizing sentence. I tried a device based on a game of skill which can be found in any midway at our fairs. I refer to the placing of small disks over a colored circular space so as to cover the colored space completely. Pretend that the idea you wish developed in the paragraph is the large colored space; and that the individual sentences to be used are the small disks with which to cover the large one. These disks may be placed on the colored space in any way desired, but each must play his part in covering a portion of the surface. The last disk to be placed, must be so placed as to finish and cover every remaining bit of visible color. In doing this it is easy to see that the last one cannot be properly placed without touching all of those disks already in position. It is a very easy transition from the working out of this device to the idea that the concluding sentence (last disk) of a paragraph must summar-

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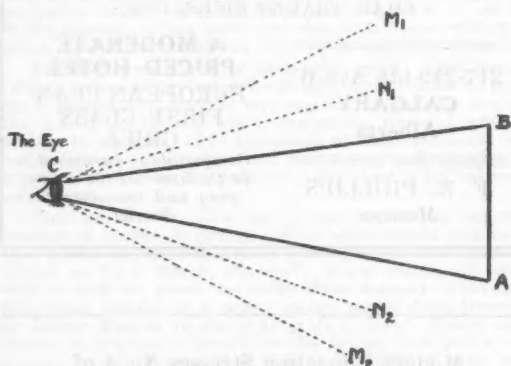
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ize or have a bearing on all the material that has gone before. With Grade VI. the teacher may actually prepare a set of disks and allow the class to try the exercise that way before they try to apply the device to the principles of composition.

With classes who are not inclined to be interested in the writing of compositions, I have proved that a simple combination of drawing and composition serves well to arouse interest. Suppose the class to be assigned the topic of "A Stage Coach Adventure." Before the actual day for writing the story comes, let the pupils look for simple illustrations of the subjects in their stories so that they can transfer these drawings to the margins of their books or papers. Some students will protest that they cannot draw. Very well, let those students cut out the designs and paste them to their books. Most pupils enjoy this work even in Grade X., and the beauty of it is that it can be applied to so many topics and continued indefinitely all term. With the topic suggested I found my students bringing all sorts of Christmas cards that they might reproduce the more faithfully coaches and costumes.

In teaching the elements of description it is necessary to show the pupils that we must describe only what we can see, that any other material is irrelevant. A very simple little diagram such as the following, will help the student to grasp this idea readily:



The line AB represents the object to be described. C represents the eye. A proper description would include only what is shown enclosed by the lines CA, AB, BC. CM-CM-C N-C N represent irrelevant facts.

This exercise may be combined with such simple work as the pupil standing in one place, and without moving from that place, telling the teacher just what he sees of the teacher's desk, or any other chosen object.

To emphasize the essentials of Narrative Composition, I call these essentials the Four W's—Who, What, Where, When. So the rather dry technical terms of time, place, chief character and major incident are made more palatable for the Grade IX. or Grade X. student.

Some teachers may prefer taking *Oral* work in composition before they take *Written* work with their students. And these may find that there is some difficulty in bridging the gap between the two kinds of composition. With a class which I once had, I overcame this difficulty by asking three students to be speakers for one day. They were to hold telephone conversations with imaginary persons. One student might pretend he was a grocer receiving an order and giving information about his goods; another might be a dry-goods clerk; the third could be a rental agent making an appointment with a prospective buyer. The rest of the class are to pretend that they are junior reporters for local papers and that they are out on a trial report job. The best reporter wins the coveted permanent place. They are to reproduce as faithfully as possible what a speaker says and they are to write down the imagined speech of the other person. This exercise could later be converted into an exercise to show how Direct Narration with its use of quotation marks can be changed into Indirect Narration.

Some teachers will think that the devices here suggested are too elementary for the pupils in higher grades. It is surprising how very elemental these same higher grade students are, and it is also surprising how they will react to very simple devices.

So far the suggestions have been mainly about written work. Oral work, however, is very important, and, as a rule, apart from the more or less stereotyped idea of class debates, is very difficult to secure from the students.

I combined the idea of oral work with that of the training necessary for the ordinary procedure of meetings. I discussed the plan with the class of having a Composition Club. We decided to have officers—president, vice-president, and secretary. These officers were to hold office for three weeks or three meetings. We would have a constitution drawn up in a regular form; and we would have a regular procedure which would be based on a modified form of any "Vest-pocket Rules of Order." Every member of the club was to be a recording secretary and keep an accurate account of the minutes which the regular secretary would write on the blackboard. The president at any meeting would then call upon a recording secretary to read the minutes of the preceding meeting. Absence from the meeting was no excuse for a student to fail when called upon to read the minutes, for every recording secretary had to secure these minutes from some one who had been present. The roll was called at each meeting by the secretary, and each member answered by quoting some line from assigned memory work or by stating some rule used in composition. Thus was the principle of correlation of subjects used. The programme at each meeting would consist of one or two five-minute speeches on assigned topics. In this way the members did their bit to contribute to the club, but without that dreadful feeling of self-consciousness which always accompanies an ordinary oral composition assignment. The meeting lasted during the entire lesson period and was closed when the period bell rang, in the regulation manner of a motion to adjourn. There were various values in this project, one of which has already been indicated. In addition the members learned the proper and courteous way of conducting a meeting; they learned how to write minutes correctly; and how to hold elections of officers.

PHYSIOLOGY AND HYGIENE

GRADES V. TO VIII.

Fire—

Dangers from great conflagrations.

1. Deaths due to burning and injury.
2. Deaths due to exposure—lack of shelter and clothing.
3. Diseases due to disorganization of proper sanitary systems.
4. Hardship of destroyed property, unemployment, loss of business, etc., often resulting in heavy toll of sickness and death.

Economic Wastage—

Apply this to farm, store or city home. Show how the work of years is swept away; business time lost; careful plans for season's work ruined. Even when covered by insurance, full value is never recovered; in any case insurance has to be paid for, and the more frequent the fires the higher the premium rates. Actually, everybody pays for fires, whether it be in high insurance rates, in high prices of goods at the insured store, in support of people made indigent or unemployed through fire.

Destruction of Timber, etc.—

Look out for Fire Prevention Week, when much interesting information is published. Lumber and paper, two of Canada's great sources of wealth, stand ready for manufacture in the forests; and every year enormous quantities of it are burned away. The loss is so great that the Dominion employs airmen throughout the danger season to "spot" fires in the forests and give warning to the fire rangers. The destruction of natural beauty should also be stressed.

Carelessness in Use of Fire—

E.G., in cleaning up the lot in spring; camp or picnic fires; "burning off" school yard. There are several good sound rules to observe at such times. Never be without a pailful of water and a heavy sack or old garment well soaked. Never leave these fires unattended for an instant. Don't take any chances with buildings. There should be a broad strip, between them and the fire, which cannot burn. Girls, don't fool around fires when wearing loose frocks or pinafores—one Alberta girl lost her life in that way last year.

Great stress should be placed on the madness of "catching up" fires with the coal oil can. It is probably by far the commonest cause of farmhouse fires, and so suddenly violent that it frequently traps a number of people. So



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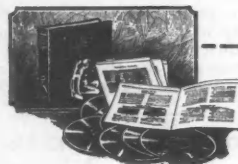
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Principal Causes—

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Defective insulation of stove-piping; careless disposal of stove ashes.

Camp-fires unextinguished. (What precautions here?)

Uncleaned chimneys.

Firetraps of old junk (paper, etc.) waiting for a carelessly thrown match.

The Course of Study does not call specifically for home fire emergency planning. . . . Possibly there is some risk in discussing such things with certain children of nervous temperament. But at some point we should introduce the question of "what you would do in case . . ." Children should not be left in charge of their little brothers and sisters on winter nights, but the fact remains that they often are, with sad results. And in sudden emergency they don't know enough to smash the frost-bound bedroom window with a chair; or to let down the kiddies with a knotted sheet; or to roll a child, whose clothes are blazing, in the floor mat. On the other hand, they do know the kerosine can trick! The question is, are we to teach fire precautions in an academic way, or are we to bring them down to the plain facts of everyday life. If the latter, then we should be teaching the children in terms of their own homes, kitchens, bedrooms and cookstoves.

AN ARITHMETIC TEST FOR GRADES V. AND VI.

(From *The Manitoba Teacher*)

The purpose of this paper is to test (1) calculation, (2) accuracy of knowledge, (3) method, (4) art of thinking, (5) reasoning. There is a tendency to allow the art of thinking to pass out of view and a test of this kind, which is certainly both diagnostic and directive, should prove of great value to teachers in other schools.

Marks

- | | | |
|----|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | (1) | $3+6 \times 4 =$ |
| | | $\frac{2 \times 8}{9-3+15 \div 3=}$ |
| 5 | (2) | 1 ton of coal costs \$16.00. What will $\frac{1}{4}$ cwt. cost? |
| 10 | (3) | Reduce 4 rods, 2 yds., 2 ft., to feet. |
| 10 | (4) | Take 601997 from 700194. |
| 5 | (5) | From a plank 14 ft. in length, a piece measuring 5 ft. 8 ins. was cut off, what was the length of the remaining piece? |
| 10 | (6) | Find the value of 16 gross of lead pencils at 40c per dozen. |
| 5 | (7) | If 72 men dig a trench in 63 days, in how many days will 42 men dig another trench of same size? (Men working at same rate of accomplishment.) |
| 10 | (8) | Divide $8 \times 24 \times 36 \times 160$ by $12 \times 18 \times 30 \times 60$. |
| 10 | (9) | Make out a bill for:
2 dozen song books at 15c each.
$\frac{1}{2}$ dozen exercise books at \$15.00 per 100.
100 penholders at 7 for 35 cents. |
| 10 | (10) | My change out of \$5.00 is 20 cents after paying for 3 railway tickets; what was the price of one ticket? |
| 10 | (11) | Jean is to prepare sandwiches for a toboggan party of twelve persons. She is to furnish ten sandwiches for each person. If one ounce of butter goes to the making of five sandwiches, what will her butter cost at 48 cents per lb? |

BOARD MEASURE EXERCISES

- Kysilew School had a new floor laid last summer. Find the cost of this repair if the fir lumber was \$40 per M., the school being 36' by 24' and the porch 12' by 10'. The lumber was 1" thick.
- The Good Hope boys are planning to build a new skating rink. They want it to be 100' by 60', surrounded by a close fence of 2-inch plank 4' high with two scantlings of 4" by 4". What will that cost them at \$35 per M.?
- A bridge 150 yds. long and 18' wide was refloored with 4" by 12" plank, costing \$50 per M. The cost of lumber was 60% of the total expense. What was the total expense?
- What is the value of 480 pieces of $\frac{1}{2}$ -inch lumber 16' by 10" at \$37.50 per M.?

- In No. 2 above, what would be the cost of an 8' walk for spectators, made of 2" plank at \$40 per M., built on two 6" by 6" scantlings, at same price, round the outside of the fence. (Do not take account of the thickness of the fence).

- How many Board Feet are contained in this load:

- | | |
|-------------|---------------------------------|
| 30 pcs. of | 2" by 10"—20' long. |
| 80 pcs. of | 1" by 6"—24' long. |
| 120 pcs. of | $\frac{1}{2}$ " by 8"—16' long. |
| 72 pcs. of | 3" by 12"—12' long. |

- The Yellow Lake school yard is 20 rods long and 15 rods wide. The trustees recently erected a rail fence around the yard. Tamarack posts at 14 cents each were planted $\frac{1}{2}$ a rod apart, and three lines of board were nailed horizontally from post to post all round, and an additional board 4' long was nailed vertically to each post to hold the boards solid. All the sawn lumber was 1" by 6" at \$28 per M. Labor cost \$27, and nails \$1.50. What did the fence cost altogether?

- A homesteader bought a granary to live in, and lined it horizontally with V-joint. He required 100 pieces $\frac{1}{2}$ " by 4" for the sides and ceiling, and 56 pieces for the ends. He also covered the floor with 1" fir. The shack was 18' by 14', interior measurement. Find the cost of the lumber, at \$45 per M.

Answers—(1) \$39.36.

(2) \$104.53 $1\frac{1}{3}$.

(3) \$2,700.00.

(4) \$120.00.

(5) \$247.52.

(6) 5,192 bd. ft.

(7) \$104.45.

(8) \$30.72.

ANOTHER RAPID CALCULATION TEST GRADE VIII.

Time—30 minutes.

Value

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Two and a quarter tons of wheat is the same as _____ bushels. | 2 |
| 2. If 3.25 tons of coal heat a house for one month, how long will 39 tons last? _____ | 2 |
| 3. The value of 14500 lbs. of coal at \$6.60 a ton is _____ | 2 |
| 4. 2.875 miles is the same as _____ yards. | 1 |
| 5. Five dozen bottles of Coca-cola at 3 for 25c will cost _____ | 1 |
| 6. The interest on \$28.75 for 146 days at 8% is _____ | 2 |
| 7. Three freight-cars carried respectively $18\frac{1}{2}$ tons, $15\frac{3}{4}$ tons and $20\frac{7}{8}$ tons of fish. Find the total weight of fish. _____ | 1 |
| 8. $33\frac{1}{3}$ gals. of gasoline at $37\frac{1}{2}$ cents a gal. will cost _____ | 2 |
| 9. Cost \$432. Loss $8\frac{1}{3}\%$. Selling price _____ | 1 |
| 10. Cost \$320. Selling price \$336. Gain per cent. _____ | 1 |
| 11. Mill rate is 7. Value of property is \$8,600. Amount of taxes _____ | 1 |
| 12. How many bushels can be contained in 800 cubic feet? _____ | 2 |
| 13. Insurance \$8,400. Rate $5\frac{1}{8}\%$. Premium _____ | 2 |
- Answers—75 bu.; 12 mo.; \$47.85; 5,060 yds.; \$5.00; 92c.; 55 $1\frac{1}{8}$ tons; \$12.50; \$396; 5%; \$60.20; 625 bu.; \$52.50.

GRADE VIII. LITERATURE THE FATHER OF THE FOREST

Part 1 is fairly fully elucidated by the notes. The poet, musing in the shade of the gigantic old yew, thinks back over the centuries that it has survived, and recalls the famous ones—martyrs, warriors, tyrants, statesmen and others—who have been conspicuous in the world's affairs.

In Part 2 the tree is imagined to be replying to the poet, reproving him for thinking only of the fuss and noise of war, the bloody religious persecutions, the strutting of kings and conquerors, while he forgets the still, quiet movement of mankind towards perfection. Here is a brief paraphrase which may help to make this part clear.

Stanza 1. It may have been the wind, or mere fancy, but I seemed to hear the tree reply:

2. Why talk of all these rackets and rows? They are not the world's history.

3. They may interest you, but I prefer to watch the slow, sure working-out of the Eternal Plan.

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4. My tree-soul cannot be disturbed with the fret and bustle of men.
5. My strength is failing, and one day the wind will hew me down—
6. For time will not stand still to spare even the mightiest.
7. Night and day, autumn and spring, shall follow one another in endless succession.
8. People will go on committing the same follies, bearing the same sorrows, until at last perhaps—
9. The nations of men will learn from the trees of the forest how to live peaceably side by side, not wanting to destroy each other, but blending their different characters and aims—
10. To form a world that will be beautiful like the forest; a world in which the least and the greatest, the most wonderful and the most commonplace ("worm and star, mind and clay"), shall each contribute something towards a general perfection, towards the achievement of the Eternal Plan.

A BALLAD OF JOHN NICHOLSON

As there are two poems of the Indian Mutiny in the year's work it is worth while to teach the historical facts of the affair with some detail.

During the century which followed Clive's wonderful victory at Plassey, the British East India Company had extended its power over the greater part of India. This encroachment on native territory was due to several causes, e.g., attacks upon the company's property resulted in counter-attack and conquest; the Mahratta tribes of central India, who were lawless brigands constantly preying on neighboring states, had to be conquered and placed under orderly government; numbers of the states were so badly governed by the native princes that it was an act of mercy to the people to turn them out.

Whatever the excuses or reasons, the Company was fast taking possession, or at least control, of India. The military force with which they held so large a territory was a small army of British soldiers and about five times as many trained native soldiers called Sepoys. The native Princes or Rajahs who accepted the Company's protection were allowed to maintain troops of their own. (Mehtab Singh was a general in one of these native state armies).

The Sepoys became dissatisfied with their pay and angry at the encroaching power of the Company over their country; chiefs who had been overthrown by the Company spread discontent and treachery among them, and showed them how foolish they were to allow so small a number of white men to be their masters. They spread the story that the rifle shells which the Sepoys used were dipped in cows' grease and pigs' grease. Those of the Sepoys who were Hindus in religion considered the cow a sacred animal; and those who were Mohammedans considered the pig "untouchable." So they were equally enraged at the story of the shell-grease.

In the spring of 1857 the Sepoys mutinied. Delhi was captured, and every white man, woman and child murdered. The same fate overtook Cawnpore. Lucknow was surrounded at the end of May, and there the British held out for 87 days until Havelock brought relief.

The British Commander-in-Chief sent what forces he could muster to recapture Delhi. Among these was the Punjab column commanded by General John Nicholson; and it was on the way to recapture Delhi that Nicholson dropped in at Jalandhar and had his famous interview with Mehtab Singh.

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PRACTICE IN FACTORING, GRADE IX. ALGEBRA

Factor the following:

1. $x^4 + 64y^4 + 16x^2y^2$
2. $9x^2 + 27x + 14$
3. $3x^4 + x^2 - 2$
4. $3x^2 - 75x$
5. $x^2 + 2a^2x^2 + x^2a^4$
6. $x^3 - 27$
7. $x^2 - xz + 2xy - 2yz$
8. $2ac - bc + 6ad - 3bd$
9. $25x^2y^2 + 16x^4 - 40x^2y$
10. $72(x^2 - 1) - 17x$
11. $(a+b)^2 - (a+c)^2$
12. $a^2 - b^2 - (a-b)^2$
13. $a^2 - a - c^2 + c$
14. $x^4 - 3x^2 + 1$
15. $x^4 - 13x^2y^2 + 36y^4$

Answers:

1. $(x^2 + 8)^2$
2. $(3x+2)(3x+7)$
3. $(3x^2-2)(x^2+1)$
4. $3x(x+5)(x-5)$
5. $x^2(1+a^2)^2$
6. $(x-3)(x^2+3x+9)$
7. $(x-z)(x+2y)$
8. $(2a-b)(c+3d)$
9. $x^2(4x-5y)^2$
10. $(8x-9)(9x+8)$
11. $(2a+b+c)(b-c)$
12. $2b(a-b)$
13. $(a+c-1)(a-c)$
14. $(x^2-1+x)(x^2-1-x)$
15. $(x+3y)(x-3y)$
16. $(x+2y)(x-2y)$

Factor the following:

13. $x^3 + -x^2 + x$ (Multiply 6 through by 6.)
16. $x^3 + -x^2 + x$ (Multiply 6 through by 6.)
17. $1 - abx^3 - (b-a^2)x^2$
18. $a^2c^2 + acd + abc + bd$
19. $x(x+2) - y(y+2)$
20. $x^4 + 1 - 23x^2$
21. $ax^3 + x + a + 1$
22. $216 + x^3$
23. $x^4 - x^2 - 12$
24. $3 - a^2 + 3a^3 - a^5$
25. $2cx + 3dx - 2cy - 3dy$
26. $a^2 - 4b^2 + 9 - 6a$
27. $16x^4 - 625y^4$
28. $(a^2 + ab + b^2)^2 - (a^2 - ab + b^2)^2$
29. $x^6 - 343$
30. $15x^2 + 11x - 56$

Answers:

13. $x(2x+3)(3x+2)$
16. $x(2x+3)(3x+2)$
17. $(1+ax+bx^2)(1-ax)$
18. $(ac+d)(ac+b)$
19. $(x+y+2)(x-y)$
20. $(x^2+1+5x)(x^2+1-5x)$
21. $(ax^2-ax+a+1)(x+1)$
22. $(6+x)(36-6x+x^2)$
23. $(x+2)(x-2)(x^2+3)$
24. $(1-a)(1+a+a^2)(3-a^2)$
25. $(x-y)(2c+3d)$
26. $(a-3+2b)(a-3-2b)$
27. $(4x^2+25y^2)(2x+5y)(2x-5y)$
28. $4ab(a^2+b^2)$
29. $(x^2-7)(x^4+7x^2+49)$
30. $(3x+7)(5x-8)$

Junior Red Cross Spotlight

First a word about ourselves. The year ending 1929 showed a total enrolment of children under the banner of Junior Red Cross of nearly 38,000 in 1,460 classrooms. This is an increase of 6,000 members over 1928. Our sincere thanks go out to all the teachers who have assisted in this magnificent result, and our hopes that these figures may encourage other teachers who have not been doing so, to commence the work. Hospital figures show 189 cases treated from 70 different points in the province and embracing 20 different nationalities, and nearly \$12,000.00 raised by the juniors for the Crippled Children's Fund. These figures should be wonderfully encouraging.

We do not like to be continually talking about our magazine, but we get so many requests for programmes, information on health, etc., that we would remind all teachers again that most of their queries can be answered by material in the Canadian Red Cross Junior.

As a sample we are giving a list of health articles graded according to age, which have appeared. We cannot guarantee to supply all the back copies mentioned, but will do our best if a request is made to us. How about sending in your personal subscription (50c) now and making sure that you get your copy for the next ten school months?

Ages 12-18 (approximately)—

- Prevention of accidents—page 14—October, 1925.
- Avoid accidents—page 11—May, 1926.
- Avoid accidents in water—page 13—June, 1926.
- Health in city and country—page 14—February, 1924.
- The Village Well—page 14—March, 1924.
- Sunlight for a Starving Child—page 14—September, 1927.
- A Vanishing Spook (Diphtheria)—page 15—November, 1927.
- Some Mosquitoes Which Cause Disease—page 14—January, 1928.
- Fresh Air and Sunshine—page 16—January, 1928.
- Fresh Air in the Schoolroom—page 17—November, 1928.
- The House Fly—page 8—May, 1928.
- On the Track of the Yellow Plague—page 12—May, 1927.
- Heroes of Medicine (Lister)—page 4—November, 1927.
- Edward Jenner—page 22—February, 1928.
- The Health Rules (Dr. Biggar's articles)—January, 1929, to March, 1930, inclusive.

Ages 8-18 (approximately)—

- What to do in Case of Fire—page 9—March, 1924.
- Prevent Fires—page 2—March, 1924.
- Protecting Others When You Have a Cold—page 11—December, 1927.
- Lie Flat, Sit Straight, Stand Tall—page 6—May, 1924.
- Ages 10-14—
- How a Hot Lunch was Started in Salmon River School—page 2—October, 1924.
- A Hot Lunch in Corinth—page 10—November, 1924.
- A School Party—page 8—February, 1930.
- A Lecture by Sir Food—page 4—January, 1925.
- Milk Fed Chickens—page 4—November, 1924.
- A Microbe on the Pen—page 11—November, 1923.
- The Microbe World—page 14—April, 1922.
- The Story of the Bath—page 9—April, 1923.
- A School Dentist Interviews the Juniors—page 18—April, 1925.

Ages 8-12 (approximately)—

- Which will you be? (posture)—page 8—May, 1923.
- Crusts and What to Do With Them—page 4—February, 1926.

Ages 6-10 (approximately)—

- The Eye Policeman—page 2—January, 1923.
- Jimmy's Breakfast—page 6—March, 1924.
- Safety First for City Juniors—page 6—February, 1925.
- A Letter from an Ex-Junior (teeth)—page 23—October, 1927.
- Our Junior First Aid and Hygiene Manual (free on request) covers many points in the curriculum, for instance—
- Ventilation, Fresh Air, Sunshine—page 25.
- Sleep—page 29.
- Exercise—page 30.

In regard to international correspondence, will teachers please note that letters must be a class effort and forwarded by the class, not by individuals, and must be written in ink. Let each child write one paragraph on some topic of general, not personal, interest and then have one child write the whole letter.

This space has been donated by the Editor of the Teachers' Helps Department for the purpose of furthering the interest in Junior Red Cross throughout the province.

Address all enquiries or requests for literature to Junior Superintendent, 407 Civic Blk., Edmonton.

ANNUAL GENERAL MEETING of the ALLIANCE

FIRST SESSION: MONDAY, APRIL 21, 2:30 p.m.

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List of Members of the A.T.A. from whom fees were received at Head Office for the Period December 1st, 1929, to March 31st, 1930.

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- ACADIA VALLEY**—
Dunn, Janet D.
- ACME**—
Curson, Florence
Smith, J. Steele
- AIRDRIE**—
Black, Alexa W.
Bishop, Gertrude
- ALIX**—
Keeton, Carrie E.
- ALLIANCE**—
Smith, Maudie E.
- BADGER LAKE**—
Hjelke, Dora M.
Goldstein, Mary
- BASHAW**—
West, J. L.
- BASSANO**—
Enright, C.
- BATTLEBEND**—
Thatcher, A. G.
- BELLEVEUE**—
McEachern, Melville D.
Penman, Anne C.
- BENTLEY**—
Wells, Margaret A.
- BERGEN**—
Hunsperger, Lottie
- BIG VALLEY**—
Forster, J. Charlotte
- BILBY**—
Barson, Leslie
- BINDLOSS**—
Charyck, John C.
Jackson, Dorothy
- BLACK DIAMOND**—
Roberts, Mrs.
- BLUFFTON**—
Dore, Iva M.
- BON ACCORD**—
Kinsey, John N.
- BONNYVILLE**—
Bourgois, H. E.
Marcoux, Ivy F.
- BOWDEN**—
Richardson, Gwendolyn E.
Thompson, W. L.
- BRUCE**—
Kerchinsky, Leo M.
- BURDETT**—
James, Helen
- BUSBY**—
Howard, Mary P.
- BYEMOOR**—
Todd, Muriel E.
- CAIRNS**—
Rowson, Mrs. I.
- CALGARY**—
Adair, P. F.
Howson, Margaret E.
Jakay, Mrs. Jean
Machon, Geo. E.
Van Amburgh, Kath. A.
Wallace, R. G.
- CALMAR**—
Fors, W. R., RR. 1.
Spot, Annie
- CAMROSE**—
Borden, Florence
Hanna, Clara E.
Meadows, Hilda G.
- CARDSTON**—
Burnham, Thelma
Hicken, B. A.
Hinman, Jennie
Kearl, A. L.
Thoreson, H. P.
- CARLTON HILL**—
Roberts, Jas. A.
- CARMANGAY**—
McColl, Hazel G.
Whitmarsh, F. J.
- CARSTAIRS**—
De Bow, E.
Middleton, Ella A., RR. 1.
Shiels, Beatrice
- CASTOR**—
Murray, Jeanie E. C.
Nichols, Manly W.
- CEREAL**—
Richardson, Jas. A.
- CESSFORD**—
Petts, Mary
- CHAMPION**—
Bastin, Mary C.
Kay, Lavinia L.
Townsend, Margt. F.
- CHAUVIN**—
McRae, Ivy D.
- CHINOOK**—
Westerlund, Karin M. L.
- CHIPMAN**—
Romanuk, P. W.
Serediak, Catherine
White, Patrick S.
- CLAIRMONT**—
Gudlangson, Martha V.
- CLARESHOLM**—
Anderson, M. Vair
- CLEAR HILLS**—
Cutt, Wm. T.
- CLIVE**—
Dowling, Mabel
Hunt, Iva W.
- COALDALE**—
Elliott, L. N.
Parker, Reta M.
Watson, Geo.
- COALHURST**—
Crowe, T. Cleota
Rosewarne, Emily L.
- COLEMAN**—
Cousins, W. Jas.
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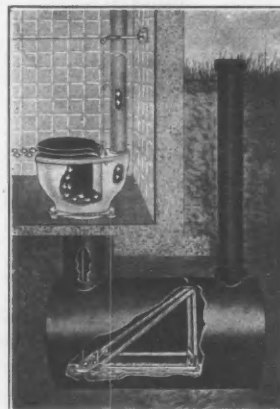


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